

South View Community Primary School

Reform Street, Crowland, Peterborough, PE6 0AN

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils in all years make good progress, and by Year 6 reach above average standards in English and mathematics.
- Pupils in Year 1 have a good knowledge of letter sounds and read well.
- Teachers' high expectations for learning and good support from teaching assistants enable pupils to learn well.
- Pupils' behaviour is outstanding and they are very safe in school.
- Most parents and carers speak highly of the school's work; links with parents are good.
- The school has made good improvements in all aspects of its work since the last inspection.
- Senior leaders and the governing body have used their checking of teaching well to improve its quality and raise pupils' achievement. This shows the capacity to improve further.

It is not yet an outstanding school because

- Some teaching requires improvement and too little is outstanding. Teachers do not always let pupils know how to improve when marking their work.
- The curriculum is not used well enough to support improvement of literacy and numeracy in different subjects.
- Learning tasks are not always matched closely enough to pupils' learning needs, especially the more-able.
- Where teaching is not good, targets for improvement are not clear enough.

Information about this inspection

- All teachers were observed teaching. Of the 20 lessons seen, nine were observed jointly with the headteacher or deputy headteacher. Pupils were observed reading in lessons and six pupils read their books to inspectors.
- Inspectors looked at pupils' work in lessons and sampled pupils' books with senior leaders.
- Meetings were held with three members of the governing body, a member of the local authority, the headteacher and staff. An inspector met one group of pupils and other inspectors held informal discussions with pupils.
- The inspection team took account of 72 responses to the online questionnaire (Parent View) and held informal discussions with seven parents and carers during the inspection. Questionnaire responses from 28 members of staff were analysed.
- A range of school documents were scrutinised, including policies for safeguarding, records of staff training, the school self-evaluation summary and school improvement plans, the local authority review, performance data and tracking of pupils' progress.
- Inspectors examined records of behaviour and attendance, lessons planning, and assessment records in the Early Years Foundation Stage.

Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
John Stewart	Additional Inspector
Christine Young	Additional Inspector

Full report

Information about this school

- South View is larger than the average primary school and the number on roll has increased significantly since the last inspection.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The proportion of pupils receiving additional funding through the pupil premium (those known to be eligible for free school meals, children of forces families and those in local authority care) is broadly average.
- An average proportion of pupils is supported at school action and the proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- In 2012, the school exceeded the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been significant changes to staffing since the last inspection with the appointment of a new headteacher, a new deputy headteacher, a new Early Years Foundation Stage team and a new leader for lower Key Stage 2.
- The school has recently achieved the Silver Eco award, the ICT (information and communication technology) mark and the International Schools Award.

What does the school need to do to improve further?

- Ensure that any teaching that requires improvement is improved so that all teaching is good or outstanding and pupils make good or better progress by:
 - consistently matching learning tasks to the differing needs of pupils and extending the learning of more-able pupils
 - improving the way teachers help pupils improve their work, both verbally and through marking
 - planning learning activities so pupils can improve writing and mathematics in different subjects
 - setting sharply focused targets for improving the teaching.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge and skills in line with the national expectations for their age. Achievement in the Reception Year is good. Children make good progress in developing literacy and numeracy skills and in their social and emotional development as a result of well-planned adult-led and child-initiated activities.
- Pupils' achievement across the school is good and has improved since the last inspection. Standards have risen steadily over the last three years so that by the end of Year 6 attainment is above average. At the end of Year 2 attainment in reading, writing and mathematics is above average and well above the national average in reading by the end of Year 6.
- National tests to check on Year 1 pupils' knowledge and understanding of letters and the sounds they make (phonics) exceeded national expectations because this is taught well by staff who have good knowledge. Pupils reach above average standards in reading because reading is taught well and reading records show that pupils are encouraged to read widely.
- Taking account of their different starting points, all groups of pupils make good progress. The school monitors progress effectively, quickly identifying any pupil who is falling behind and providing support quickly. School data show that nearly all pupils make at least the expected amount of progress from year to year in English and mathematics with many making more.
- Disabled pupils and those with special educational needs and those for whom the school receives the pupil premium make good progress because work and methods are usually matched closely to their learning needs. Expectations for learning are usually high and staff make good use of well-chosen teacher-made resources to enable pupils to succeed in their learning.

The quality of teaching is good

- Inspection evidence, including lesson observations, records of pupils' progress, the schools' and local authority checks on teaching show that teaching has improved to good since the last inspection.
- The significant increase in the amount of good and outstanding teaching is a result of more effective use of assessment information in matching tasks to pupils' different capability, and more effective advice on how to improve, including marking. Where teaching requires improvement, learning tasks are not always matched to different abilities, there are missed opportunities to extend the learning of more-able pupils and guidance does not consistently inform pupils of the next steps for learning.
- The stimulating atmosphere for learning and excellent relationships between staff and pupils create a climate in which pupils try hard and are motivated to succeed. Teachers provide a wide range of varied activities to promote good learning and pupils say that lessons are interesting. In a free choice activity in the Early Years Foundation Stage, children used a variety of computer based games to consolidate their reading. In a Year 3 history lesson the teacher made good use of Roman artefacts to bring learning to life.
- Teachers make good use of pupils sharing their ideas with each other. This, together with good use of questioning, challenges pupils' thinking. In a Year 5 geography lesson, pupils shared ideas for and against the development of wind farms in the local area, which deepened their

understanding and stimulated their learning.

- Teaching of communication, reading, writing and mathematical skills is good and there are usually good opportunities to promote these in different subjects. Occasionally pupils' individual targets for writing and numeracy are not included when planning topics so that there are sometimes missed opportunities to promote writing or numeracy skills in other subjects.
- Teaching assistants provide good support for learning by breaking tasks down into smaller achievable steps enabling pupils who require additional support, such as those with disabilities or special educational needs and the few who are at an early stage of learning English, to make good progress.

The behaviour and safety of pupils are outstanding

- Pupils' outstanding behaviour, at all stages, makes a significant contribution to their learning and personal development. Pupils always pay close attention to the teacher in lessons, following instructions and listening very carefully and thoughtfully to the views of others. They show great initiative in helping move their own learning on.
- Pupils are very keen to take on responsibility as monitors and older pupils fulfil their role as 'Guardian Angels' befriending pupils who may feel vulnerable, very well.
- Pupils respond extremely well to the management of their behaviour in lessons and maintain high levels of self-control, remain focused on learning and do not waste any time. Behaviour in assemblies, at lunchtime and break times and when they move from one class to another is outstanding
- Most parents agree that behaviour and safety are good and say their children are happy at school. During informal discussion, parents agreed that their children are kept safe. Inspection evidence shows pupils' behaviour is outstanding on school and residential visits.
- Bullying is very rare and pupils say that it is dealt with effectively should it occur. Pupils have a very good understanding of the different types of prejudice-based bullying and know how to avoid this. There are very few recorded incidents of harassment and there have been no exclusions in recent years. Systems for following up such incidents are extremely thorough.
- Attendance has steadily improved since the last inspection and pupils' enthusiasm for school is reflected in their above average attendance.

The leadership and management are good

- The headteacher, ably supported by the deputy head teacher, has effectively driven school improvement, moving all aspects of its work to at least good. The senior leadership team has developed a strong commitment amongst all staff for school improvement, shown by the overwhelmingly positive comments in their questionnaire returns.
- Good arrangements for checking teachers' work have led to improvement in the quality of teaching. Leaders visit classroom regularly, look at teachers' planning and check pupils' work to ensure they are making good progress. Any shortcomings are included as priorities for development and senior leaders provide good opportunities for training to support the development of teaching. The school's evaluation of individual teaching is carefully linked to decisions about salaries. Clear targets are set which relate to the national standards for

teaching, although sharply focused targets for moving teaching to good, on the few occasions where it requires improvement, are not in place.

- The school has an accurate view of its own strengths and weaknesses and links this sharply to development planning. Subject leaders make a good contribution to school improvement and are held to account for the progress pupils are making within their subjects and within key stages.
- There are good learning opportunities for pupils of all abilities, including disabled pupils, those with special educational needs and the few at the early stages of learning English. Equality of opportunity is promoted well and reflected in the narrowing of the gap in the progress of different groups. Funding for pupil premium is wisely spent on individual and small group support for those pupils who qualify. The effectiveness of this support is clearly seen in the good progress these pupils are making.
- Spiritual moral social and cultural development is promoted well, through many opportunities for reflection, opportunities for team building, showing initiative and developing a sense of right and wrong. A wide range of activities to enrich learning, such as outdoor and adventure activities, the celebration of Black History month, visiting musicians and storyteller, all deepen pupils' understanding and appreciation of diversity.
- Partnership with parents and carers is good and most speak positively about the work of the school; nearly all parents completing the online survey would recommend the school to others. The school has established strong links with parents and carers in the Early Years Foundation Stage who receive good information about their children's progress.
- The local authority is providing good support for the school, especially in training for staff and governors and in the oversight and support for the school's work in setting clear areas for further development.
- **The governance of the school:**
 - Members of the governing body are regular visitors to the school, forming their own objective view of its work and holding leaders to account. As a result they have a very clear and accurate view of teaching and its impact on pupils' learning and progress. They use this and assessment information to challenge senior leaders in guiding school improvement and in overseeing clear targets for managing the performance of the headteacher and staff. They ensure statutory requirements are met, particularly for safeguarding, where vetting procedures for staff and visitors are thorough and all training, including their own, is up to date. They make careful financial decisions, ensuring that funding for pupil premium is used well in supporting those pupils who require additional support.

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	120406
Local authority	Lincolnshire
Inspection number	401930

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	345
Appropriate authority	The governing body
Chair	Judith Sumner
Headteacher	Louise Luter
Date of previous school inspection	14 September 2009
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