

Southwold Primary School

Detmold Road, Clapton, London, E5 9NL

Inspection dates

26–27 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher and leadership team have been highly effective in securing rapid improvement in the last two years.
- School leaders are committed to ensuring that the achievement of every pupil overcomes a legacy of underperformance.
- Many pupils make good progress and achieve well in English and mathematics, some make excellent progress from low starting points.
- Teaching is consistently good with an increasing proportion of outstanding practice.
- Attainment of pupils at the end of Key Stage 2 in 2013 was significantly above national average in reading, writing and mathematics.
- Systems to check and evaluate the school's performance are excellent.
- Support for families and pupils who are potentially vulnerable or underachieving are managed exceptionally well.
- Leaders and governors are ambitious for the school. In the last two years they have worked successfully with the local authority to rapidly improve the school's overall effectiveness.
- The behaviour and attendance of pupils are good and they say they feel safe. Attendance in recent years has been above the national average.
- All groups of pupils, including those who are disabled or who have special educational needs, those known to be eligible for the pupil premium, and those who speak English as an additional language, make good and at times outstanding progress.

It is not yet an outstanding school because

- Some pupils do not achieve at a consistently high rate.
- A minority of staff, pupils and parents expressed some concern about aspects of behaviour and safety.
- Attainment for some pupils at the end of the Early Years Foundation Stage and Key Stage 1 is national average.
- Teaching over time is not consistently outstanding in some areas of the curriculum and in some classes.

Information about this inspection

- Inspectors observed teaching and learning in 15 lessons. Most were joint observations with the associate headteacher and senior leaders. Brief visits were made to all classes.
- During these observations, inspectors assessed pupils' work, spoke to pupils about their learning, looked at teachers' planning and considered the role of additional adults in lessons.
- Discussions were held with senior leaders, teachers responsible for particular subjects, representatives from the local authority and members of the federated governing body.
- School documents and records were scrutinised, including information about pupils' progress, pupils' behaviour and attendance, school improvement planning, the school's evidence on how well it is doing and minutes of governing body meetings.
- Inspectors listened to pupils read and spoke to some about their experiences in school. Playtimes and lunch breaks were observed when inspectors talked informally with pupils.
- Inspectors spoke informally to parents at the beginning of the day. They considered the 19 responses to the online questionnaire Parent View and 22 responses to the staff questionnaire.

Inspection team

Ann Debono, Lead inspector

Her Majesty's Inspector

Olson Davis

Additional Inspector

Selina Sharpe

Additional Inspector

Full report

Information about this school

- Southwold School is a larger-than-average-sized primary school.
- The school has been in a hard federation with Orchard School since September 2013 and shares the same governing body. The executive headteacher is responsible for both schools in the federation, supported by an associate headteacher and head of school.
- The majority of pupils are from Black African, other White and other Black backgrounds.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are much higher than national average.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals, pupils from service families and those in local authority care) is higher than average.
- The proportion of disabled pupils and those with special educational needs supported at school action is above the national average. The proportion of pupils at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- Since the previous inspection there have been significant staffing changes. At the time of the inspection there were two newly qualified teachers.
- The school runs a breakfast club and after-school extended activities.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring all pupils make sustained and rapid progress across the curriculum especially those in upper Key Stage 2 who have gaps in their knowledge, understanding and skills
 - ensuring marking is a consistently high standard across all subjects by acknowledging and acting on pupil responses so they know how to improve their next piece of work
 - ensuring learning in the Early Years Foundation Stage outdoor environment and in the Nursery class reflects the consistently high expectations shown in the Reception classes.
- Improve pupils' achievement to consistently outstanding by:
 - further developing planning and assessment to ensure excellent progress for all groups of pupils
 - improving attainment at Key Stage 1 by indicating more precisely what pupils need to do to reach their targets.

The achievement of pupils**is good**

- Pupils' achievement is good. It is not consistently outstanding for all pupils across the school.
- Most children start school with skills typically well below that expected for their age. Children are taught well in the Nursery but make stronger gains in the Reception classes to leave the Early Years Foundation Stage with broadly expected levels.
- The screening check for phonics (the sounds that letters make) in 2013 shows an increase over time from below to above the national figure. A new approach, more effective to teaching phonics, means that achievement in literacy is improving at a fast rate.
- Year 1 pupils enjoy reading. They were able to read quickly and understand the texts; when sharing books with the inspector they could help each other to read 'Persephone' from a Greek legend and talk confidently about what might happen in the Underworld.
- Standards are improving in Key Stage 1 and progress is good. Teachers now have higher expectations of pupils' achievement. In the 2013 national tests, most attained expected levels in all subjects. Attainment for the most able in reading and mathematics, however, was below national average.
- In 2013, as a result of highly effective teaching, attainment at the end of Key Stage 2 increased impressively for all pupils to significantly above national average in reading, writing and mathematics. The number of pupils exceeding expected rates of progress improved notably.
- Work in pupils' current English and mathematics books across the school show good and outstanding progress, particularly in English. Pupils maintain a good standard in their writing across other subjects and in topic work.
- Literacy and numeracy skills are promoted well across the curriculum. Popular workshops held in school have developed parents' confidence to support their child's basic skills at home.
- Pupils who speak English as an additional language, disabled pupils and those with special educational needs make at least expected and usually outstanding progress from their starting points. Most pupils eligible for the pupil premium funding make better progress than their peers. This is because staff support pupils effectively in the classroom and in specialist withdrawal group work.

The quality of teaching**is good**

- Teaching is good and an increasing proportion is consistently outstanding. However, over time teaching in some foundation subjects requires improvement.
- Most teachers have very high expectations. They plan lessons to enable pupils to develop new ideas and new skills; for example, observing chicks hatching in the Reception class, and using tablet computers to record oral French presentations in Year 5.
- Pupils are actively encouraged to deepen their knowledge but previously poor expectations mean that pupils in upper Key Stage 2 have gaps in their understanding. Teachers do not routinely assess the extent of these low starting points which affects the pace of learning.
- Performance tracking information shows many pupils make at least good rates of progress, but not all. A minority underperform; these pupils differ in each class. Teachers' planning shows how wider ability groups will be challenged but not each distinct group, for example through allocation of extra resources, different tasks or the deployment of adults.
- Pupils' work is marked thoroughly, with good interaction between teachers and pupils. This is not consistent throughout school and pupils do not always act on the adults' comments to improve their next piece of work.
- Additional adults provide very effective support for pupils. They use good questioning skills and

show sensitivity to individuals' needs and abilities so identified pupils achieve very well.

- An excellent partnership between adults and pupils creates a purposeful environment where successful learning and high achievement feature prominently in every classroom.

The behaviour and safety of pupils are good

- Pupils behave exceptionally well in their lessons. Adults are consistent in their expectations across the school. Pupils are very keen to learn and show excellent attitudes towards each other. They are rewarded weekly for good attendance and good learning behaviours.
- Pupils understand about bullying in all its forms, including cyber bullying. They know how to be safe in and out of school. They say that bullying is rare but when it occurs they feel it will be dealt with effectively. A small minority of pupils, parents and staff, however, disagree.
- Records show that vulnerable pupils and their families are supported exceptionally well. Leaders are innovative and tireless in seeking solutions to ensure pupils' well-being. Horse riding sessions, for example, help withdrawn pupils develop confidence to talk more freely about their concerns.
- The school's work to keep pupils safe is good. A tracking system to monitor behaviour incidents is analysed regularly and action taken to address potential risk. Pupil peer mediators, for example, have been strategically positioned on corners to the stairs as 'hotspots' at end of break times.
- Attendance shows an upward trend over the last three years and it is now above national average. First day absence calls, phone texts and visits by the learning mentor reduce absence from school. A small minority of pupils have been excluded.

The leadership and management are outstanding

- The executive headteacher, associate headteacher, senior leaders and governors share a powerful vision for outstanding achievement for every child in the federation. This very strong partnership has secured rapid and significant improvements in the last two years.
- Leaders at every level have the same ambition and show the same determination. A clear agenda to reach outstanding practice in every key stage is strategically led and directed by senior leaders. Teachers are encouraged to be autonomous and carry out action research on a chosen theme presented at key stage meetings and to senior leaders.
- School improvement planning, monitoring and evaluation systems are meticulous. Teachers receive frequent and detailed feedback about their practice. All leaders contribute to a termly summary about each teacher's performance. An accurate judgement is made by assessing evidence gathered from progress data, lesson observations, work scrutiny and pupil discussion.
- Professional development features prominently. Staff participate in joint training days, peer coaching and leadership mentoring across both schools. Assistant staff talk positively about how their professional developments needs have been valued by the new leadership team.
- This attention to detail, critical feedback and strong team ethos are the reasons why teaching, achievement and leadership have improved so quickly across the school.
- The curriculum is well planned. It provides a wide range of meaningful experiences with high expectation and challenge. In Year 6, for example, pupils prepared a PowerPoint presentation to discuss the moral implications of war, comparing Vietnam historically with the current conflict in Syria.
- Pupils benefit from specialist teaching in French and music. Primary sports funding is used to provide coaching, and improve participation and competition through inter-school events.
- School leaders have introduced opportunities for spiritual, moral, social and cultural learning. Pupils show great respect for different faiths. They are actively encouraged to participate fully in

school life as counsellors, peer mediators and as gardeners maintaining the growing area on the school roof.

- Systems to record and monitor child protection and safeguarding concerns were introduced as a priority by the new leadership team. They are now robust, tightly scrutinised and managed well. Safeguarding meets statutory requirements.
- School leaders and governors use excellent systems to check and evaluate the school's performance. School evaluation is accurate. School leaders contribute and understand school improvement strategies. Capacity for the future is outstanding.
- The local authority acted decisively when the school's performance declined after the last inspection. It has been a critical partner in its recent improvement. It brokered the support which resulted in the federation. The local authority maintains a good overview of the school's work through its 'Good to Great' policy.

■ **The governance of the school:**

- The governing body has embraced its wider role in the new federation. It executes its responsibilities very efficiently and effectively. Governors understand the different contexts, strengths and weaknesses of each school. They are clear that Southwold Primary School has not yet fully embedded its practice in comparison to its partner school. The Chair of the Governing Body ensures that governors check how well each school performs against its own priorities.
- Governors aim to continually improve their role. They receive regular training to develop their skills. They visit school frequently for specific purposes such as safeguarding checks or talking to pupil mediators about behaviour and safety initiatives. Governors are confident and well informed as a result. They ask challenging questions to school leaders about pupils' performance and the quality of teaching. Governors have an accurate overview of the school's self-evaluation and performance. They ensure that staff performance is managed robustly and they support leaders to take appropriate action if it is not. They carefully monitor how additional finances are used to raise achievement in sports and for pupils eligible for pupil premium funding.

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	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.
		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.

School details

Unique reference number	100242
Local authority	Hackney
Inspection number	425643

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Joanna De Guia
Executive Headteacher	Stephen Hall
Associate Headteacher	Gulcan Metin Asdoyuran
Date of previous school inspection	15–16 September 2010
Telephone number	020 8806 5201
Email address	adminsouthwold@soschools.hackney.sch.uk

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