

Southwold Primary School and Early Years' Centre

Inspection report

Unique Reference Number	122465
Local Authority	Nottingham
Inspection number	359255
Inspection dates	19–20 October 2010
Reporting inspector	Tim Bristow HMI

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	215
Appropriate authority	The governing body
Chair	Alan Clark
Headteacher	Kate Clifford (Acting headteacher)
Date of previous school inspection	29 January 2008
School address	Kennington Road Nottingham NG8 1QD
Telephone number	0115 9155756
Fax number	0115 9155757
Email address	headteacher@southwold.nottingham.sch.uk

Age group	3–11
Inspection dates	19–20 October 2010
Inspection number	359255

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 1234 234, 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 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed seven teachers and visited 15 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school development plan, assessment information, lesson plans, school policies and questionnaires from 49 parents and carers, 75 pupils and 12 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do different groups of pupils achieve by the end of Key Stage 2?
- How rigorous and effective are the evaluations made by school leaders about the quality of teaching and learning?
- How effective has the school been in raising the rate of attendance?

Information about the school

The school is an average-sized primary school. The proportion of pupils from minority ethnic groups and from homes where English is not the first language is above average. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities or who have a statement of special educational needs is below average. A larger proportion of pupils than average start or leave school at times other than the normal admission date. The Early Years' Centre has a Nursery as well as Reception classes. The pupils benefit from a breakfast club managed by the school. Currently, the school is led by the deputy headteacher who has been appointed as the acting headteacher following the retirement of the previous headteacher in August 2010.

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?

3

The school's capacity for sustained improvement

3

Main findings

The acting headteacher, ably supported by the staff, has been successful in ensuring that provision and outcomes for pupils are satisfactory, with some aspects that are good and outstanding. The Early Years Centre is a real strength. Children receive an excellent start to their education at the school. The curriculum and care, guidance and support are good. This has resulted in some good outcomes, such as in pupils' spiritual, moral, social and cultural development, that underpin their good behaviour.

The large majority of pupils currently in Key Stage 2 entered Year 1 with skill development that is in line with national expectations. The progress pupils make in Key Stages 1 and 2 is satisfactory overall. Consequently, attainment is broadly average by the time pupils leave Year 6. The proportion of pupils who gain the higher level in English and mathematics is below average.

Teaching and the use of assessment are satisfactory overall. The relationships established between adults and pupils in lessons are good. There are, however, inconsistencies in the way assessment information is used. In some lessons, the information is not used to pitch work at the correct level for all groups of pupils, particularly for the more-able. When this happens, pupils do not progress as quickly as they could because they are not sufficiently challenged.

The curriculum has a number of strong features, such as in personal, social and health education, that have helped to foster the cohesive environment for learning. This has resulted in nearly all pupils reporting that they feel safe in school. They demonstrate a responsible attitude to their own safety. The care, guidance and support for vulnerable pupils is a strength of the school. Effective partnerships have been established to safeguard these pupils, and activities such as the very good breakfast club help to give them and other pupils a good start to the day.

The relatively inexperienced senior leadership team demonstrate that they are enthusiastic and capable of driving forward school improvements. For example, they have led a drive to improve standards in writing, which are rising fast, and they have introduced procedures to improve attendance, which has risen by 2.5% in the last year. They are well supported by the governing body who are knowledgeable about the work of the school. However, a few of the steps taken to achieve improvement are less effective than they could be. This is because the development plan and monitoring and evaluation procedures are not sufficiently targeted on the actions that they need to take to ensure improvement. Consequently, the school's capacity to improve is satisfactory.

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

What does the school need to do to improve further?

- Improve teaching so that all groups of pupils make consistently good progress in lessons by:
 - using assessment information more effectively so that all groups of pupils, in particular the more-able, receive work that is sufficiently challenging
 - sharing the good practice that already exists in school
 - ensuring that targets and marking are more challenging for the more-able.
- Ensure that the work of school leaders and the governing body is more sharply focused on the necessary priorities for further school improvement by:
 - reducing the size of the school improvement plan to focus on a realistic set of priorities for improvement
 - formulating success criteria that are measurable
 - closely linking monitoring and evaluation activities to priorities for development
 - ensuring that the governing body holds school leaders to account effectively for the improvements being made.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils report how much they enjoy coming to school and nearly all their parents and carers agree. In nearly all lessons, they demonstrate good behaviour, working cooperatively together in groups. For example, in an English lesson in Year 2, pupils worked well together to devise a list of questions to ask the local police officer who was visiting that day. The quality of learning in lessons for some groups of pupils is good, such as those who come from homes where English is not the first language, because of the good quality of support they receive. Pupils with special educational needs and/or disabilities are regularly given extra help in lessons that enables them to make similar progress to their peers. Results for the last two years show that by the end of Year 2 the school has successfully capitalised on the excellent start pupils make in the Early Years' Centre. Nearly all the pupils that attended the centre have attained standards that are in line or above national averages. This represents accelerating progress, particularly as a significant small minority of these pupils are new to speaking English. Pupils who start school outside normal admission times usually enter school with standards that are below the expected level. Good, care, guidance and support enable them to settle in quickly and make satisfactory and often good progress.

Pupils are fully aware of how to eat a healthy diet and this was particularly evident at the breakfast club. However, those spoken to report that they prefer to choose to eat the unhealthy options and often discard the vegetables. Pupils from many backgrounds demonstrate that they are respectful and considerate to each other resulting in a caring environment in school. Pupils also take their responsibilities in school seriously, but have limited opportunity to make a strong contribution to the wider community. Attendance 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

now broadly average, but its further improvement is hampered by the very few parents and carers take their children on holiday during term time.

These are the grades for pupils' outcomes

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

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?

There are some consistent features to teaching such as the effective lesson plans and the regular use of learning objectives that have ensured that the quality of learning is satisfactory overall. Lessons have a satisfactory mix of teacher-led and independent activities. Occasionally, when the activities go on too long or work is not pitched accurately for pupils, such as the more-able, pupils become bored and distracted. Where lessons are good, the teachers have ensured that work meets the needs of all groups so that they are thoroughly engaged in their activities. For example, in an English lesson for pupils in Years 5 and 6, they worked extremely well together listening to each other's writing plans in order to offer helpful advice and suggestions to refine the work. Assessment information is used well to check the progress of pupils over time. Marking is undertaken conscientiously and useful advice given on the next steps pupils need to take to achieve their targets. For some more-able pupils, particularly in writing, this marking is insufficiently challenging as it only concentrates on punctuation and grammar rather than style and quality of content.

The school has rightly focused on developing the creative aspects of the curriculum which are bearing fruit. For example, the excellent 'Take One Picture' project where pupils

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

enthusiastically carried out work in a number of subjects based on a painting in the National Gallery has led to high standards of work, in particular, in art and writing. Lessons are often interesting and exciting. For example, in a lesson for pupils in Years 4 and 5, they were extremely enthusiastic when playing the part of traders in sugar in the global market place. The curriculum also makes good links between subjects. For example, in a lesson in Years 3 and 4 based on the Victorians, pupils were applying their information, communication, technology and literacy skills to produce a newspaper article. Occasionally, the more able pupils do not benefit from a curriculum that is sufficiently challenging.

The school provides a safe, secure and happy environment for learning. As one parent reported, representing the majority of positive comments received on the questionnaires for parents and carers, 'I love that my child is going to school and enjoys learning. All the teachers are very helpful and always there to help and make you understand your child's learning and progress.' The learning mentor and assistant headteacher have rigorously enforced procedures that have resulted in improved attendance. Procedures and policies for safeguarding pupils are adequate.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The whole team share a common purpose and work hard to improve the education of the pupils in their care. Leaders demonstrate that they have a good understanding of the necessary priorities for school improvement. They regularly check the lessons and pupils' work, which has led to improvements, such as in writing and the consistency of planning. However, insufficient attention is paid to linking these activities to the priorities in the development plan. In addition, the school is trying to improve too many things at once. In a few aspects of the plan, success criteria do not sufficiently focus on the benefits to pupils, so that it is difficult for school leaders to judge the success of their work. The governing body regularly challenges school leaders in meetings to hold them to account. However, visits to observe the school's work are not sufficiently systematic and focused on the priorities for improvement.

The school has satisfactory procedures to ensure pupils' safety and equality of opportunity. For example, procedures for vetting new staff are thorough and those for monitoring the quality of learning of different groups of pupils are adequate in ensuring that the progress of all is at least satisfactory.

High attendance at parents' and carers' evenings and the overwhelming support for the school expressed in the parents' and carers' questionnaires are strong features of their

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

engagement with the school. While staff work hard to encourage the participation of parents and carers, attendance at school events is low and the school struggles to engage with a few hard-to-reach parents and carers. A productive partnership with the local authority consultants and local schools has aided the improvements made to teaching writing and the consequent rise in standards.

Staff have successfully promoted community cohesion within the school and dealt well with the very few incidents of racial discrimination involving pupils and parents. The impact on community cohesion in the wider community has been limited. However, school has many strong community links such as with the local church and shops.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The large majority of children enter the Early Years' Centre with skills that are below national expectations, particularly in communication, language and literacy. In the last two years, assessment information shows that they then make very rapid progress in the Nursery and Reception classes in all areas of learning, entering Year 1 with the majority having skills that are now above expectations nationally. This represents an improvement in outcomes since the last inspection and is resulting in a rise in the achievement of pupils by the end of Key Stage 1.

The reason that outcomes are so high is the excellent provision. Children take great delight in the many extremely exciting activities inside and outside the classroom. These are very well tailored to meet their needs because of the high quality of observations and assessment made by the staff. Another reason that children do so well is the excellent relationships that are established with their key worker. This ensures the very high quality of children's care and welfare as well as enabling them to learn at a rapid rate.

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

One of the excellent features of leadership is the great passion and determination demonstrated by all to improve the lives of the children in their care. The team work tirelessly and with infectious enthusiasm to constantly provide a learning environment that is rarely short of excellent.

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

Less than a quarter of questionnaires were returned to the inspection team. Of these, the overwhelming majority of parents and carers are happy overall with their children's experience at school. Trends in the comments made by parents and carers show that they appreciate the work of the teachers. Three parents and carers voiced concerns about different aspects of the school's work. Inspectors investigated these concerns but found no evidence to support these issues.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southwold Primary School and Early Years' Centre 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	71	13	27	0	0	0	0
The school keeps my child safe	33	67	15	31	1	2	0	0
My school informs me about my child's progress	29	59	15	31	4	8	1	2
My child is making enough progress at this school	31	63	14	29	2	4	2	4
The teaching is good at this school	35	71	12	24	1	2	0	0
The school helps me to support my child's learning	29	59	16	33	4	8	0	0
The school helps my child to have a healthy lifestyle	29	59	18	37	2	4	0	0
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)	18	37	28	57	0	0	0	0
The school meets my child's particular needs	22	45	25	51	1	2	1	2
The school deals effectively with unacceptable behaviour	23	47	20	41	5	10	0	0
The school takes account of my suggestions and concerns	20	41	22	45	3	6	0	0
The school is led and managed effectively	21	43	26	53	1	2	0	0
Overall, I am happy with my child's experience at this school	31	63	15	31	2	4	1	2

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



21 October 2010

Dear Children

Inspection of Southwold Primary School and Early Years' Centre, Nottingham, NG8 1QD

If you remember, I came with my colleagues to inspect the work of the school and to check how well you were doing. Thank you for the help you gave us. Taking everything into account, we decided that yours is a satisfactory school. We enjoyed meeting you and thought you were friendly and polite to us. You are well behaved, kind and considerate to each other. Most of you try to do your best in lessons and the very large majority of you leave school having reached the expected standards in your work. Some of you who occasionally find the work too easy could be set more challenging activities to complete. Your writing has improved a lot lately. We enjoyed reading some of your stories. We were particularly impressed at how much you enjoy your interesting lessons and the art week that was held recently. I hope that Year 6 had a great time on their residential visit that set off when we were in school. Well done to all of you who always come to school. Just a few of you, however, need to try a bit harder to come to school every day.

Your acting headteacher and all of the staff are working hard to improve your education. They are improving your lessons, particularly the ones in which you have to do some writing. We think that you get a fantastic start to your education in the Early Years' Centre.

To make things even better, we have asked the school to do the following.

Improve some of your lessons so that you can all make even better progress.

Make the work more challenging for some of you who sometimes find it too easy.

Make sure that the school leaders concentrate on improving the most important things that will make your education better.

You can help by listening and reading carefully the advice teachers give you and coming to school on time every day.

Yours sincerely

Tim Bristow

Her Majesty's 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 1234 234, or email enquiries@ofsted.gov.uk.