

# Southfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	121907
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359115
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	John Horwood

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Cartwright
<b>Headteacher</b>	Janet Dingvean
<b>Date of previous school inspection</b>	5 December 2007
<b>School address</b>	Banbury Road Brackley NN13 6AU
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## Introduction

This inspection was carried out by four additional inspectors. They observed 17 lessons and saw 14 teachers. Meetings were held with groups of staff, governors and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of staff and governors' meetings, the school development plan, progress monitoring records and school policies. The responses to 113 parental and carers' questionnaires were scrutinised.

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

- Whether past variations in the performance of pupils with special educational needs and/or disabilities are still apparent in current cohorts.
- Confirmation that the latest attendance figures confirm that procedures introduced by the school to raise attendance are effective.
- Evidence that improvement in teaching is now reflected in improved progress throughout the school.

## Information about the school

This is a larger-than-average sized primary school where most pupils are from White British backgrounds. There are very few who have English as an additional language or are at an early stage of speaking English. The percentage of pupils known to be eligible for free school meals is below average. The school has an average proportion of pupils who have special educational needs and/or disabilities which cover a wide range. The Early Years Foundation Stage is provided for in a Nursery and two Reception classes. There is a specialist provision for a few children in the Early Years Foundation Stage who have speech and language difficulties. This unit is funded by the local health authority but managed by the governing body. Among the awards obtained by the school are Healthy School Status and Active Mark.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

Southfield Primary School provides a good education. Strong and effective leadership has ensured significant improvement since the previous inspection and pupils make good progress in an extremely caring and supportive environment. Children enter the Nursery with skills around those expected for their age and make excellent progress in the outstanding Early Years Foundation Stage provision. Pupils who are currently in Year 6 and those who have left the school did not benefit from such outstanding provision, and their attainment on entry to Year 1 was broadly average.

Teaching has improved throughout the school and all pupils are currently making good progress in Key Stages 1 and 2, although in a small minority of lessons, progress is no more than satisfactory due to variations in pace of learning. By the end of Year 6, pupils' attainment shown in national tests has been broadly average because of past variations in the quality of teaching in Key Stages 1 and 2. Current work seen shows rapidly rising attainment in English, mathematics and science for the current Year 6 over the past year because of the improved teaching.

The school's outstanding care for pupils includes excellent provision over the extended day. Both the breakfast club and the after-school clubs are well organised and well supported. The additional provision for younger children between the morning and afternoon Nursery sessions reflects the same high quality of provision as in the Nursery.

Pupils with special educational needs and/or disabilities are well provided for. They all make the same progress as other groups while their specific needs are also well supported. Variations in attainment between groups of pupils with special educational needs and/or disabilities seen in past years were due to additional factors, such as poor attendance or joining different year groups other than at the usual time of entry. There are currently no variations between groups due to improved and effective intervention strategies. Children in the Early Years Foundation Stage Speech and Language unit receive high-quality support while being fully involved in the activities available to all their friends. Pupils throughout the school benefit from very good facilities for their welfare, including a full time welfare assistant who has also worked with families and pupils to improve attendance, which is now above average.

Within the classroom, teachers make good use of assessment systems and work is well matched to pupils' abilities and good support is provided by all adults. Information and communication technology (ICT) provision is housed in a central suite but pupils do not have access within the classrooms, restricting opportunities to enhance their learning across the curriculum.

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The contribution pupils make to the school and the wider community is outstanding with all groups of pupils, including those with special educational needs and/or disabilities, very involved with links to the wider community.

Self-evaluation is accurate and leaders at all levels and governors are fully involved in school improvement. Actions taken to raise attainment are effective, although not yet fully visible in test results. There has been good improvement in all the areas of weakness identified during the previous inspection. Teaching has improved because teachers now make good use of assessment data and writing has improved significantly during the past year throughout the school. Community cohesion is good within the school and local community, but pupils' understanding of a multi-cultural society is underdeveloped and plans are in place to give them opportunities to meet pupils from different backgrounds. The quality of teaching and the curriculum have improved from satisfactory to good while all aspects of the Early Years Foundation Stage have improved from good to outstanding. This confirms that the school has a good capacity for sustained improvement.

**What does the school need to do to improve further?**

- Raise attainment by:
  - ensuring all teaching maintains a good pace of learning throughout every lesson to enable pupils to make greater progress
  - providing more opportunities within lessons for pupils to use ICT to support their independent learning.
- Increase pupils' cultural awareness by providing more opportunities for them to benefit from direct contact with those from different social and ethnic backgrounds.

**Outcomes for individuals and groups of pupils****2**

Achievement is good with pupils enjoying their learning. Because of inconsistent progress in previous years resulting from variations in the quality of teaching between year groups across Key Stages 1 and 2, past test results do not accurately reflect the good progress that all pupils are now making in the school. Outstanding progress was clearly seen in a Year 3 literacy lesson where learning was based around the 'Toy Story' films and the teacher used a wide range of motivating activities to ensure rapid progress. In a few lessons, too much time was spent with the teacher introducing the topic and pupils became less motivated. The additional support provided for all groups of pupils who need extra help, including those with a wide range of special educational needs and/or disabilities, ensures that all make good progress.

Pupils get on very well together and their behaviour is good both in and out of lessons ensuring that all feel very safe, learn successfully and enjoy school. They say any poor behaviour is dealt with very quickly. Pupils adopt healthy lifestyles by eating the right foods and participating regularly in sport - reflecting the school's Healthy School status and the Active Mark award. Pupils make an outstanding contribution to the school community by helping in class, being house captains or head boy or head girl and through the school council, which uses its own budget responsibly. Pupils' outstanding contribution extends strongly into the community - for example, by participating in the town carnival and music festival as well as gathering data about local issues to support the community. Pupils' spiritual, moral, social and cultural development is good, although pupils have

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limited direct contact with those from other faiths and cultures to support the good curriculum provision.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Teaching is good, although not uniformly so. In a very small minority of lessons, there is an inconsistent learning pace and too many activities that are closely teacher-led, curtailing opportunities for pupils to develop independence in individual and group activities. In the vast majority of lessons, the work is well matched to pupils' abilities because the teachers make full use of assessment data on pupils' prior attainment. Pupils do not have ready access to computers in each classroom and this restricts many aspects of the curriculum and their learning. Their skills in ICT are, however, at expected levels because they learn successfully in regular lessons in the ICT suite.

Pupils benefit from a good curriculum which is based on key skills taught discretely, and then practised in cross-curricular work. A creative curriculum is being developed and introduced on a phased basis. In most classes, the curriculum is innovative, creative and motivational. Pupils also have opportunities to learn in conjunction with other schools in the area. An example was writing a chapter of a book in each school and bringing the outcomes together for publication. There are residential and day visits to outdoor centres to extend learning. Good learning opportunities are provided to develop an understanding of world faiths and cultures and some international links are in place. There is, at present,

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a lack of opportunities for pupils to learn about others from significantly different social and ethnic backgrounds.

Care, guidance and support are outstanding. High-quality breakfast clubs and after school clubs demonstrate the school's commitment to extended care. Every aspect of care is well addressed. Procedures to promote improved attendance and behaviour are good and have had a significant impact. Transition arrangements from class to class are good, enabling pupils to settle quickly. All aspects of health and safety are applied meticulously. There are effective arrangements to support vulnerable pupils and those with specific needs, such as those in the Early Years Foundation Stage with speech and language difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is well supported by staff at all levels in her drive and vision for improving the school further. As a result, the school is improving, with outcomes clearly visible in practice but not yet in published data of test results. Pupils' better performance is illustrated in the school's data which show improved progress in 2009/2010. Governance is good with skilled governors being committed to and supporting school improvement. They ensure all statutory requirements are met and provide good support and challenge to the leadership team. Comprehensive monitoring systems are well organised and give an accurate view of the school's strengths and weaknesses. These are used well by all leaders who make full use of consultation with staff and pupils to stimulate improvement, such as in curriculum development. The improved use of progress-monitoring systems in the classroom has a positive impact on teaching, which is now good overall.

Data on pupils' performance are carefully analysed for any differences in achievement and action taken where necessary. The school's good work to promote equal opportunities and avoid discrimination ensures that variations between groups no longer exist. Harmonious relationships and pupils' excellent sense of community reflect a school where fairness and equal access to provision to meet all needs are priorities.

Leaders have developed the school as a cohesive community. They have analysed needs and have a good understanding of the local community. Good progress has been made in developing international links, and steps are being taken to create effective partnerships to help pupils form enlightening links with schools which have more mixed ethnic intakes than their own. Steps to evaluate the impact of community cohesion further afield are at an early stage of development.

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Safeguarding procedures are well developed and reviewed regularly. All aspects of risk assessment are very secure and the required checks on adults who work in school and records kept by the school are exemplary. The curriculum ensures that pupils understand very well how to keep themselves safe. The school works very well with external agencies to support vulnerable pupils and has effective procedures for ensuring all staff are rigorously trained in child protection procedures.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage is an extremely strong, vibrant setting. It gives children inspirational teaching. Consequently, children achieve very well, establishing secure understanding and knowledge - especially in early writing, reading and number skills. Children enter the Nursery at nationally expected levels for their age. They make good progress and at the end of Reception have skills well above the average for this age group. As a result of improved leadership and teaching, this current situation is a significant improvement on the average attainment the current Year 6 and Year 6 classes of recent years had when they left Reception. Staff work as a strong cohesive team with high aspirations and expectations. Additional adults are skilled, used effectively and treated as equals by the staff team. They share all training opportunities with teachers and strongly support learning. There is a strong focus on learning in every activity and all the play is purposeful and well thought out. Children develop high levels of independence, through their free-choice activities, which enhance their concentration, curiosity and creativity. They show considerable maturity and consideration for others. One boy who was working on a computer with a friend asked him, 'Would you like to play the next level, or play the same one again?'



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School-based procedures are quickly established and built on. Class management is appropriate and results in very good behaviour. The use of assessment is extremely effective. Children's progress is tracked well and resulting data are accurate. Any gaps in learning are identified quickly and overcome. Every child has an exemplary 'learning journal' detailing their progress. The leadership has developed well since the last inspection and is now outstanding. The challenging annual development plan is known and acted on by all staff. There are strong and effective partnerships with parents and carers, the local authority and outside agencies to support the outstanding care provided. Very good support is provided for those with speech and language difficulties in the specialist unit within the Early Years Foundation Stage provision. The Nursery lunch club provides outstanding provision with procedures matching those of the main Nursery. Children feel exceptionally happy and secure. One boy who seemed a bit upset at the end of lessons said he wanted to go back to Nursery and did not want to go home.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
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

Over one in three parents and carers responded to the questionnaire, with the very large majority very happy with all aspects of the school. The only significant concern raised by a few respondents was about the behaviour of pupils, but this was not consistent with other inspection evidence. Several parents and carers wrote individual supportive comments praising the headteacher and all the staff for their hard work and commitment. There were a number of concerns raised about the lack of a school-crossing patrol and about the large class sizes. While there is little the school can do about these concerns, the headteacher ensures that parents and carers' views are shared with the appropriate authorities.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southfield 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	65	36	32	2	2	1	1
The school keeps my child safe	69	61	37	33	3	3	3	3
My school informs me about my child's progress	48	42	55	49	4	4	1	1
My child is making enough progress at this school	55	49	45	40	4	4	3	3
The teaching is good at this school	58	51	47	42	1	1	1	1
The school helps me to support my child's learning	47	42	54	48	7	7	1	1
The school helps my child to have a healthy lifestyle	59	52	45	40	5	5	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)	48	42	51	45	2	2	1	1
The school meets my child's particular needs	54	48	51	45	3	3	2	2
The school deals effectively with unacceptable behaviour	45	40	46	41	11	10	2	2
The school takes account of my suggestions and concerns	46	41	47	42	8	7	1	1
The school is led and managed effectively	54	48	48	42	2	2	4	4
Overall, I am happy with my child's experience at this school	62	55	45	40	1	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



24 September 2010

Dear Pupils

**Inspection of Southfield Primary School, Brackley, NN13 6AU**

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and talking to you in lessons and around the school. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you reach the end of Year 6.

There are many things we admired about your school and these are a few of them.

You are happy and enjoy being at school where adults look after you exceptionally well.

Your behaviour is good and you all get on well together.

Teaching is improving and the vast majority of lessons are at least good.

You support your school community greatly through your school council and helping on a daily basis. You enjoy your involvement with the local community where you represent the school at the Brackley carnival and music festival.

Your school is well led and managed.

Those of you in the Early Years Foundation Stage benefit from outstanding teaching and facilities.

There are a few things we have asked your school to do to make it even better.

You should have more opportunities to use computers in the classroom to support your learning.

The pace of learning throughout all lessons should always be good so that you can make even better progress.

Your school should help you to get a better understanding of cultural diversity by giving you opportunities to meet and work with pupils from different social and ethnic backgrounds from your own.

You can help by continuing to work hard.

Yours sincerely

John Horwood

Lead inspector

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