

# Southborough Primary School

## Inspection report

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<b>Unique Reference Number</b>	101601
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	355035
<b>Inspection dates</b>	14–15 July 2011
<b>Reporting inspector</b>	Margaret Coussins

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tam Hearnden
<b>Headteacher</b>	Doreen Fellingham
<b>Date of previous school inspection</b>	26 March 2008
<b>School address</b>	Southborough Lane Bromley Kent BR2 8AA
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## Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons and a range of activities and 12 teachers. Meetings were held with the headteacher and deputy headteacher, other staff with leadership and management responsibilities, pupils and the Chair of the Governing Body. Inspectors observed the school's work and looked at a range of its documentation, including the self-evaluation form, monitoring records, the school improvement plan, pupils' progress records and the safeguarding procedures. Questionnaires from 147 parents and carers were received and analysed, along with those from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's strategies for raising attainment in reading.
- How well the school is closing the attainment gap between English and mathematics.
- How well leaders and managers at all levels contribute to school improvement.
- How effectively the school's tracking and assessment procedures ensure high expectations for the achievement of all groups and consistently good teaching.
- How well the school is improving outcomes for children in the Early Years Foundation Stage.

## Information about the school

Southborough is larger than the average-sized primary school. The large majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average, as is the proportion of pupils known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. Their needs relate mainly to moderate learning difficulties. The proportion of pupils with a statement of special educational needs is above average. The school makes provision for the Early Years Foundation Stage in two Reception classes. A higher than average proportion of pupils join or leave the school other than at the usual times. Daily breakfast and after-school clubs are provided. The school has gained several awards, including National Healthy Schools accreditation and the Artsmark Gold and Activemark awards.

**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

Southborough Primary is a good school. Pupils enjoy school and have positive attitudes to learning. They are polite, welcoming, articulate and friendly. They care for each other in this inclusive, cohesive school community. Behaviour is good in lessons and around the school. The work the school has done to gain the Activemark award is reflected in pupils' good understanding of the need for regular exercise and a healthy balanced diet to keep fit and well. They enjoy the responsibilities they are given, feel their views are valued and know that they have a voice in the school. Attendance is average. The school works hard to promote the importance of regular attendance but pupils from a small number of families are absent frequently and miss out on important learning.

Children in the Early Years Foundation Stage make satisfactory, but improving progress from their starting points. Attainment remains below expectations for their age by the time they move into Year 1. By the time they leave the school in Year 6, pupils' attainment is average. Teaching is good and pupils make good progress. The school has worked hard to revise and successfully improve its procedures and systems for tracking pupils' progress and the information is used well to identify groups and individuals for focused support and intervention. Strategies for assessing pupils' progress in lessons are relatively recent and not yet fully embedded across the school. This means that, on occasion, work is not precisely matched to learning needs to provide appropriate challenge for pupils. There are some good examples of marking and feedback but effective practice is not consistent across the school. Pupils are not always clear about their targets and there is not enough planned time for them to respond to teachers' comments, evaluate their own progress and understand more precisely what they need to do to improve and achieve their targets. The school does not always make the most of the skills and expertise within it to share good practice more widely to raise attainment in English and mathematics. Pupils with special educational needs and/or disabilities in all classes are given well-planned and often highly skilled support and their needs are rapidly identified whenever they start school. As a consequence, they make good progress and achieve well.

Clear and rigorous systems for monitoring and self-evaluation have enabled all leaders to focus on the most important aspects for development and take effective action to bring about improvements. The school has moved forward from its satisfactory position at the last inspection, driven by the ambition and effective leadership of the headteacher. Teaching and all aspects of leadership and management have improved from satisfactory to good. This demonstrates that there is a good capacity to improve further.

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

- Raise attainment in English and mathematics by:

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- ensuring that pupils consistently understand what it is they have to do to achieve their targets for learning and have opportunities to respond to marking and feedback and act upon teachers' comments in order to improve their work
  - ensuring that work is consistently more precisely matched to pupils' learning needs to provide appropriate challenge
  - providing teachers with more opportunities to share more widely the best practice.
- Sustain the better progress children are currently making in the Early Years Foundation Stage in order to improve their attainment by the time they move into Year 1 by:
    - providing more opportunities for children to develop early reading and writing skills in all areas of learning
    - promoting children's independence and ability to make their own decisions.
  - Improve attendance by working with families and outside agencies to ensure the more regular attendance of the few pupils whose absence is above average.

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

Children start school with skills and abilities below that typical for their age. Overall, they make good progress and achieve well and by the time they leave in Year 6, attainment is average. Pupils do better in English than mathematics. This is partly because there has been a wide range of effective support given to individuals and groups to help them catch up with their learning in English, particularly in reading, and narrow the gap between the achievement of boys and girls in reading and writing. The school has correctly identified the need to continue to focus on mathematics, where the levels of understanding and use of mathematical vocabulary and the application of calculation skills hold pupils back. Pupils enjoy learning and this, along with their positive attitudes and good behaviour, makes an important contribution to their good achievement. For example, in a Year 3 English lesson, pupils worked well together, enthusiastically recounting the story of the Battle of Hastings and demonstrating good reading comprehension in preparation for writing a newspaper report. All were able to write well, using paragraphs effectively. Mathematics learning was meaningful for pupils in Year 5 as it was linked effectively to their work as part of Oxfam Water Week, and they made good progress in learning about capacity. The needs of pupils with moderate learning difficulties and those who join the school in different year groups are identified at an early stage. They are supported well and included in all aspects of school life, enabling them to make similar progress to that of others in mathematics and English. The few pupils who speak English as an additional language make rapid gains in the use of English so they can access the full curriculum.

The school's 'STAR' scheme makes a considerable contribution to pupils' personal skills, including their good spiritual, moral, social and cultural development, responsibility and citizenship, by providing challenges in creative, environmental and community activities. Pupils feel safe and secure due to caring staff and strategies such as the 'Listening Ear'. One pupil said, 'I feel very safe and everyone is kind and friendly.' Pupils know that any issues raised are dealt with promptly and are confident to talk to adults should any problems arise. Pupils enjoy the responsibilities they are given and take them seriously, for example as play leaders, house captains and school council members. Good progress in

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basic skills and pupils' good personal skills prepare them well for the next stage of their education.

*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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<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?**

Teachers prepare their lessons thoroughly and work hard to make them interesting and exciting for pupils. They make good use of technology, for example to use pupils' work as models and teaching tools, and to share books for the whole class to read. Themed and creative approaches to learning, including well-planned links across a range of subjects, are enhanced by a good range of enrichment opportunities, including after-school clubs, trips, visitors to school and the work of specialist teachers. These opportunities effectively broaden pupils' experience and interests as well as promoting good personal skills. Music and art have a high profile in the school, which is reflected in the Artsmark Gold award. Impressive displays of artwork are seen around the school. Pupils thoroughly enjoyed a drumming session seen - and heard - during the inspection. A notable feature of most lessons is the opportunity for pupils to discuss their ideas and thoughts with 'talk partners'. Teachers usually manage their classrooms well and teaching assistants provide skilled and generally well-targeted support, for example providing good, constant and effective reinforcement of learning, particularly for pupils with special educational needs and/or disabilities. However, the improved assessment practice apparent in many lessons is not yet consistently applied across the school.

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The school provides good care, guidance and support for pupils and their families, particularly for those whose circumstances may make them potentially vulnerable. One parent wrote, 'The school was instrumental in recognising my child's condition and assisted immensely in providing reports and support in his assessment. They have also tailored some fantastic strategies in catering for his difficulties.' The very large majority of pupils agree that adults in the school care about them. There is a consistent and effective behaviour management policy and instances of inconsiderate behaviour are followed up effectively. Transition procedures into school, through the key stages and into Year 7 are effective and ensure good levels of support for pupils and their families. New entrants to the school in different year groups are supported well. A parent of a child new to the school in Key Stage 2 wrote, 'Her experience at this school is one of great kindness. She has been able to participate in many activities and enjoys being in school. My only regret is that I did not move her sooner.' The well-attended breakfast and after-school clubs contribute to pupils' well-being and personal development. This extended provision provides good care and support for pupils and is welcomed by parents and carers.

*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	3
<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>2</b>

## How effective are leadership and management?

The inclusive ethos of the school ensures that all pupils have equal opportunities to learn and develop without fear of discrimination. It ensures that all pupils have every chance to take part in all of its activities and, as a result, all groups achieve well. The school works well with parents and carers. Communication is good, both formally and informally. Great efforts are made to help them support their children's learning, for example through family learning sessions. Good partnerships with local schools and organisations are well established, enrich the curriculum and contribute to pupils' well-being and learning opportunities. For example, pupils benefit from opportunities provided by the Bromley Youth Music Centre, which shares the site with the school. The quality of teaching and learning is monitored very closely through formal observations and through regular and systematic reviews of pupils' work. The school has improved teaching overall but where teaching remains no better than satisfactory, senior leaders provide effective support. The governing body discharges its responsibilities well and, with staff, ensures the effectiveness of safeguarding procedures which meet all requirements and provide pupils with a good understanding of how to keep themselves safe. Good arrangements for the safeguarding of pupils are known by all staff and applied across all aspects of the school's work. The school benefits from the skills and expertise of the governing body, which effectively supports the school and holds it to account for its performance. Leaders have developed the school as a cohesive community in which pupils show tolerance, respect

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and understanding for others and there are strong links with the local community. Pupils learn about life and culture in other countries through the curriculum by, for example, learning French from Year 1 onwards and Spanish in Year 6. There are links with India through video conferencing. The school has correctly identified the need for further development of links at national and global levels. There is a strong sense of shared responsibility and commitment among staff, which is fostered by the good leadership and management of the headteacher that drives the improvement for the school.

*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

Children clearly enjoy learning and settle well in a happy, purposeful environment. Very good attention is paid to children's welfare, and positive and trusting relationships between staff and children ensure that children feel safe and secure at all times. One parent commented, 'The school provides a second home almost for my child. He is as safe and comfortable there as he is with his family.' There are effective induction procedures, enabling good links with parents and carers, the Nursery on the school site and other providers, and a smooth transition into school life. The views of many parents and carers were expressed by one who wrote, 'We are really pleased with the way the school has helped our child settle. He enjoys school and is happy to approach any member of staff when he needs help.' The staff team is led and managed effectively, with a clear understanding of the strengths and areas for further development. This has led to children's satisfactory progress, accelerating to good in many learning activities. This improvement has not yet had full impact on their attainment, and skills remain below average by the time they move into Year 1, particularly in communication, language and literacy. Teachers plan interesting and exciting activities that engage and motivate children and are particularly resourceful in engaging the interests of boys. Opportunities are sometimes missed, however, for children to experiment with early independent



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reading and writing skills by providing appropriate resources in all learning and play areas. There is a satisfactory balance between activities directed by adults and those where children can make their own choices. On occasion, however, adults intervene too quickly and do things that children could do for themselves. Such intervention does not help promote and develop children's independence or their ability to take the initiative in their learning. Assessment of progress is carried out thoroughly and regularly and enables staff to keep track of where children are and plan the next steps in their learning.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Of the responses to the questionnaire, almost all parents and carers agree that their children enjoy school. Most are positive about all the other areas in the questionnaire, which is a reflection of the good links the school has with them. The main concern - of a very small minority - was the way in which the school deals with unacceptable behaviour. Inspectors found behaviour to be good and that the school has effective systems to manage any inconsiderate behaviour should it arise.

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

Ofsted invited all the registered parents and carers of pupils registered at Southborough 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 408 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	63	53	36	2	1	0	0
The school keeps my child safe	99	67	36	27	8	5	0	0
My school informs me about my child's progress	68	46	72	49	2	1	0	0
My child is making enough progress at this school	59	40	69	47	10	7	1	1
The teaching is good at this school	78	53	56	38	8	5	1	1
The school helps me to support my child's learning	65	44	67	46	8	5	1	1
The school helps my child to have a healthy lifestyle	85	58	55	37	5	3	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)	74	50	58	39	8	5	1	0
The school meets my child's particular needs	68	46	59	40	7	5	1	0
The school deals effectively with unacceptable behaviour	42	29	78	53	10	7	12	8
The school takes account of my suggestions and concerns	49	33	77	52	7	5	5	3
The school is led and managed effectively	79	54	46	31	10	7	7	5
Overall, I am happy with my child's experience at this school	93	63	41	28	8	5	2	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



18 July 2011

Dear Pupils

**Inspection of Southborough Primary School, Bromley BR2 8AA**

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Southborough because it is a good school.

These are some of the things that really stood out.

- You make good progress with your learning, including those of you who find learning more difficult.
- Some of you indicated in your questionnaires that you did not think behaviour was good. We found that you behave well in lessons and around the school and this helps you learn well. We agree with you that your teachers sort out any problems quickly when a few children find it difficult to manage their behaviour.
- Your teachers have helped you to work hard to improve your reading and writing. Well done for this.

There are some things your school could do even better.

- To do even better in English and particularly mathematics, teachers should help you to have a greater awareness of the progress you are making and a clearer understanding of what you need to do to improve and meet your targets. We want them to make sure that the work you do is just right for each of you and challenges you.
- Your teachers should have more opportunities to share the things they do really well.
- Children in the Reception classes are starting to make better progress and we think they can carry on doing this if they have more opportunities to develop their early reading and writing skills and more opportunities to help them become independent learners and make their own decisions.
- The school should improve attendance to make sure the very few of you who do not come to school regularly do not miss out on important learning.

You can help the school even further by continuing to work hard and doing your best.

Yours sincerely

Margaret Coussins

Lead inspector

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