

# Southwick Primary School

## Inspection report

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<b>Unique Reference Number</b>	108769
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337146
<b>Inspection dates</b>	5–6 July 2011
<b>Reporting inspector</b>	Irene Cochrane

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>	343
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Susan Adshead
<b>Headteacher</b>	Mrs Patricia Stoker
<b>Date of previous school inspection</b>	20 March 2008
<b>School address</b>	Shakespeare Street Southwick, Sunderland Tyne and Wear SR5 2JX
<b>Telephone number</b>	0191 5535500
<b>Fax number</b>	0191 5493822
<b>Email address</b>	southwickprimary@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 21 lessons, taught by 17 teachers and held meetings with pupils, members of the governing body, staff and the School Improvement Partner. They observed pupils at work, and looked at data the school has collected on pupils' progress, the safeguarding procedures, pupils' books and records of the school's monitoring and review process. They also considered 75 questionnaires returned by parents and carers as well as analysing questionnaires from pupils and staff.

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

- The effectiveness of action taken by leaders to raise attainment.
- The impact of the curriculum on improving pupils' basic skills, particularly in Key Stage 1 and in their personal development.
- The quality of teaching, particularly in the use of assessment to identify and address pupils' individual needs.
- The progress made by pupils with special educational needs and/or disabilities.

## Information about the school

This is a larger than average-sized primary school. The percentage of pupils known to be eligible for free schools meals is well above average and most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. On-site provision includes New Beginnings, a registered childcare provider for up to 44 babies, toddlers and nursery-age children. Inspectors inspected the quality of education provided by this provision. Other on-site provision includes Austin House Children's Centre, which was subject to a separate inspection and report.

The school holds a number of awards, including Healthy School Gold status and the International Award. Since the last inspection, the school has moved to a new building.

**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?****4****The school's capacity for sustained improvement****4**

## Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' levels of attainment at the end of Key Stage 1 and Key Stage 2, to ensure they are better prepared for the next stage of their life in their basic skills, and in improving their attendance.

Although attainment is low it is improving quickly by the end of Key Stage 2. Actions taken by school leaders are having a significant impact on improving progress in the Early Years Foundation Stage and well-planned interventions across the school are improving outcomes for those involved.

The quality of teaching is improving and is now securely satisfactory. There are significant strengths in the dialogue teachers have with pupils to support their learning during lessons and the good relationships they have. The improvements to teaching can be seen in the vast majority of lessons, where tasks are matched appropriately to the different abilities of learners and pupils work productively. The expectations of what pupils can achieve are not yet consistent across every lesson. The system to track pupils' achievements has been implemented recently. It provides valuable information and is being increasingly well used, but not yet consistently enough to plan activities to extend pupils' learning or accelerate progress in all lessons. The use of targets with pupils is improving and more pupils know what their targets are to improve their work. Nevertheless, leaders know that more work is needed. The curriculum provides a wide range of enrichment activities, which contribute significantly to pupils' enjoyment of school and their personal development. A range of strategies introduced to improve progress in basic skills are in place and are having a significant impact on pupils' outcomes.

The school has good links with the local and wider community, resulting in effective partnerships. Staff take good care of the pupils to ensure they feel safe, which is a view positively endorsed by parents and carers. However, attendance is too low. Although leaders have taken appropriate steps, actions have not had a sustained impact on raising attendance over time. This has an adverse impact on developing pupils' skills to support their future economic well-being. Self-evaluation has accurately identified the right priorities for school improvement with relevant targets. The senior leadership team is developing their monitoring role through more rigorous lesson observations and moderation of pupils' work and leaders make increasing use of the information gained from the tracking system. However, leaders recognise that more could be done to ensure monitoring and evaluation is rigorous and consistent throughout the school. The governing body is aware of the need to hold the school to greater account and that the rate of

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improvement could be even quicker. Since the last inspection, although still low, attainment has continued to improve at the end of Key Stage 1 and current attainment indicates some significant improvement in reading and mathematics. There has been a secure two-year trend of improvement in science by the end of Year 6. These improvements, alongside the enthusiasm and shared vision of the leadership team, working collaboratively with other leading practitioners to raise achievement, demonstrate the school's satisfactory capacity for sustained improvement.

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

- Raise attainment by improving the proportion of good or better teaching by:
  - ensuring that all teachers use accurate assessments to plan appropriately challenging tasks to further accelerate the pace of learning
  - further raising the expectations of staff around what pupils can achieve
  - developing the use of targets with pupils to ensure that they are all aware of their progress and the next steps to improve their work.
- Improve the quality of leadership and management by:
  - further developing the role of all leaders in monitoring pupils' achievement and the quality of teaching
  - accelerating the pace of improvement even faster.
- Improve attendance to at least in line with the national average by the end of the academic year in 2012.

**Outcomes for individuals and groups of pupils****3**

Overall, children enter the school with skills and abilities that are much lower than those found nationally. They make satisfactory and improving progress in the Early Years Foundation Stage to enter Year 1 with attainment that is below average in all areas of learning, particularly their communication, language and literacy skills and mathematical development. By the end of Year 6, there is a similar pattern of attainment and pupils make satisfactory and improving progress overall, although there is some variation from year to year. In lessons, pupils relate well to each other and work effectively in pairs and groups to share their ideas. For example, pupils enjoyed working in pairs to solve practical mathematics problems. Inspection evidence shows that most pupils, including those with special educational needs and/or disabilities make satisfactory and improving progress overall.

Pupils are proud of their new school building and appreciate the improved climate for learning it provides. They have positive attitudes to learning and behave well in and around the school. They have a good understanding of what constitutes a healthy lifestyle. Through the work of the school council, pupils have a strong voice resulting in changes on the lunchtime menu and the introduction of basketball nets outdoors. Pupils say they feel safe and enjoy coming to school. They are confident that they know who to go to for help should the need arise. Although pupils understand that every day counts at school, attendance is low. Although better progress is made to develop pupils' confidence by the time they reach Year 6 and they are involved in considering their aspirations for future

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development, their application of basic skills is weak. As a result, of this and the low attendance, pupils are not sufficiently prepared for their future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
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
<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>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<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 plan lessons that generally engage and interest pupils and make effective use of a range of resources. As a result, pupils participate well and their behaviour and relationships are good. In the most effective lessons, modelling and questioning by teachers extend and embeds learning, explanations are clear and lessons move at a brisk pace. Effective use is made of assessment, which engages pupils in evaluating their own progress. In these lessons, activities are matched better to pupils' prior learning, teachers have high expectations and, therefore, pupils make good progress. These features are not yet consistently embedded in all lessons. In the few less effective lessons, the pace of learning slows as a result of too much support. This prevents pupils from developing independence as learners and moving quickly on to the next level. Teaching assistants support pupils' learning appropriately, particularly for those pupils with special educational needs and/or learning disabilities. Assessment practice is developing, and targets are used with pupils to help them understand the next steps in their learning. However, this is not yet consistent across the school. As a result, not all pupils know what their targets are to improve their work.

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The curriculum is organised around a cross-curricular approach which is having a positive impact on engaging pupils' interests and on their personal development. Provision includes an appropriate emphasis on the development of basic skills and the school has introduced structured approaches to improve literacy and numeracy skills throughout school. For example, the additional support for pupils in Key Stage 1 to improve calculation skills and reading are having a positive impact on outcomes. Opportunities for out-of-hours learning are good and the school provides a wide range of sport and enrichment activities, which are accessed by all pupils, including those who have special educational needs and/or disabilities and those who may be potentially vulnerable due to their circumstances.

The school takes appropriate care of its pupils and ensures a safe environment. The quality of pastoral care is strong and is appreciated by parents and carers. For example, additional support for pupils and their families is enhanced by the work of the lead behaviour professional and community manager. The school works hard to promote the value of regular attendance and pupils are aware of the benefits in attending school regularly. As a result, attendance improved rapidly last year to reach average levels and the number of persistent absentees noticeably reduced. However, attendance is currently low and hence, the judgement relating to the effectiveness of care, guidance and support is no better than satisfactory.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

School leadership has been strengthened substantially by a recent review of roles and responsibilities. Consequently, there is a shared vision and determined enthusiasm to move the school onto the next level more rapidly. Partnership working with other professionals has increased the confidence of leaders in affirming the key priorities for development and monitoring activities. Action taken by the headteacher and other leaders has successfully led to rapid improvements in the Early Years Foundation Stage. In addition, strengthened liaison, training and partnership work with the New Beginnings childcare provision is having an impact on improving attainment on entry. The introduction of a new assessment tracking system is helping to monitor pupils' progress and attainment across the school and hold staff to account. This is contributing to the rapidly improving rate of pupils' progress throughout the school.

The governing body is very supportive of the school and understands the school's strengths and areas requiring improvement. It has increased its involvement in school initiatives through participation in structured committees and members' specific skills and community links are used well to support the school. The governing body ensures that

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formal systems of care, including those for safeguarding pupils, are secure and meet requirements. The school's provision for promoting equal opportunities is satisfactory and procedures for tackling all forms of discrimination are effective. The school has a structured approach to community cohesion with strengths in the local community and international links. Links with parents and carers are good and the school works hard to engage them in their children's learning. The weaknesses in pupils' outcomes result in inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

## Early Years Foundation Stage

Children understand school routines and can readily make choices from the range of interesting activities they have access to. Because staff know children well, they provide effective care and support. Consequently, children are active learners who enjoy learning through play. There is a common sense of purpose among all staff and the recently re-organised Early Years Foundation Stage unit runs smoothly because of the good relationships and effective communication between adults. Although children make satisfactory progress from their starting points, they leave the Reception Year with levels of attainment below the national average. A range of actions, such as daily letters and sounds sessions and planned opportunities to talk to children, are having a positive impact on children's communication, language and literacy skills and progress is swiftly improving. The new assessment tracking system is enabling progress to be measured more accurately and focus on the next steps in learning more readily. However, this is still at an early stage of development. Adult-led activities support learning well, but there is not enough use made of assessment to plan appropriate opportunities to challenge children's learning to the next level, particularly for the more-able.



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There is good liaison and partnership work between the New Beginnings childcare provision and children move between settings according to their ages and need. This is beginning to have a positive impact on children's abilities on entry into nursery. Those with special educational needs and/or disabilities are identified early and their needs are well met, particularly in New Beginnings. As a result of the high level of commitment from staff, children soon settle and their needs are addressed appropriately. Babies and toddlers enjoy exploring their well-planned environment, becoming eager learners as their curiosity and confidence develops. As a result, they make good progress. There are suitable and developing opportunities in both settings for babies, toddlers and children to access outdoor provision, appropriate to their age and needs. Provision in the New Beginnings childcare is good and meets requirements.

*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

Fewer than the average number of parents and carers returned the questionnaires. Those who did were highly positive about the work of the school. Inspection evidence supports their view that the school takes good care of its pupils but found the school to be less successful in its effectiveness to raise attainment.

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

Ofsted invited all the registered parents and carers of pupils registered at Southwick 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	73	20	27	0	0	0	0
The school keeps my child safe	55	73	19	25	1	1	0	0
My school informs me about my child's progress	48	64	26	35	0	0	0	0
My child is making enough progress at this school	50	67	25	33	0	0	0	0
The teaching is good at this school	51	68	24	32	0	0	0	0
The school helps me to support my child's learning	46	61	27	36	1	1	0	0
The school helps my child to have a healthy lifestyle	46	61	28	37	0	0	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)	45	60	26	35	0	0	0	0
The school meets my child's particular needs	47	63	28	37	0	0	0	0
The school deals effectively with unacceptable behaviour	48	64	24	32	0	0	0	0
The school takes account of my suggestions and concerns	45	60	29	39	0	0	0	0
The school is led and managed effectively	48	64	27	36	0	0	0	0
Overall, I am happy with my child's experience at this school	54	72	21	28	0	0	0	0

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.**



7 July 2011

Dear Pupils,

**Inspection of Southwick Primary School, Sunderland, SR5 2JX**

Thank you for being so friendly when we inspected your school and a particular thank you to those of you who filled in the questionnaires or met with us to talk about your school.

We think adults care well for you and you told us that you feel safe. You like your new school and this is reflected in your good behaviour and the respect you show in caring for your school. The school has good links with the local community and works well with your parents and carers. Your school needs to make some improvements quickly and has been given a 'notice to improve'. Another inspector will come to check how well things are improving. The leaders, including the governing body have been asked to:

- further improve the quality of teaching and support for your learning so you can have more challenging work and make even faster progress
- make sure that you know what your targets are to help you achieve the next steps in your learning
- make sure that the school leaders check up more often on your rates of progress to make sure you are doing the best you can in your work
- improve your attendance and make sure that you come to school more regularly.

You can all play your part by continuing to behave well, all attending school as regularly as possible and working as hard as you can. Once again, thank you very much for your help.

Yours sincerely

Irene Cochrane  
Lead inspector

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