

# Southfields Primary School

## Inspection report

---

<b>Unique Reference Number</b>	110691
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	378146
<b>Inspection dates</b>	22–23 September 2011
<b>Reporting inspector</b>	Ronald Hall

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

---

<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>	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cherry Palmer
<b>Headteacher</b>	Laura Martin
<b>Date of previous school inspection</b>	25 November 2008
<b>School address</b>	Southfields Estate Stanground PE2 8PU
<b>Telephone number</b>	01733 562873
<b>Fax number</b>	01733 703329
<b>Email address</b>	office@southfields.peterborough.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 September 2011
<b>Inspection number</b>	378146

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 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 information 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'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons were observed, taught by 15 different teachers. Meetings and discussions were held with members of staff, members of the governing body and pupils. Inspectors reviewed many aspects of the school's work, and looked at a range of documentation including policies, school development plans, local authority review documents, assessment data and curriculum plans. They scrutinised responses to questionnaires from 165 parents and carers, as well as those from 166 pupils and 47 staff.

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

- How effectively is the school improving the attainment of higher-attaining pupils and so raising the number of pupils achieving Level 5 at the end of Year 6?
- How well does the school ensure that pupils have a clear understanding of the diversity of the United Kingdom and of countries further afield?
- What is the school doing to ensure that pupils achieve equally in both English and mathematics?

## Information about the school

Southfields Primary School is an average-sized primary school. The proportion of pupils from minority ethnic backgrounds is above average, as is the proportion who speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is also above average. The percentage of pupils known to be eligible for free school meals is above average. The school has Early Years Foundation Stage provision for children from the age of four years. There is a nursery on the premises which is not managed by the governing body. The school has achieved national Healthy Schools status and a wide range of awards including the Sport England Active Mark.

The school has specially resourced provision for pupils with speech and language difficulties, catering for 18 pupils, from both the school and across the city. The speech and language enhanced resource provision is managed by the school and all the pupils are on the Southfields school roll.

**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?**

**1**

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

**1**

## Main findings

Southfields Primary School provides an outstanding education for its pupils and lives up to its motto: 'We are all the same – but different.' The whole school community has taken up the pursuit of excellence, robustly driven by the headteacher and the leadership and management team. This has led to the exceptional progress pupils make and to good attainment. Pupils within the speech and language enhanced resource provision make excellent progress, through outstanding support and teaching. Pupils are happy, motivated and successful. Parents and carers are full of praise. Comments made include, 'This is an excellent school and the staff are brilliant.'

Children join the Reception class with skills that are usually well below those typical for their age. They make extremely good progress through the Early Years Foundation Stage. Progress accelerates throughout the school, and attainment at the end of Year 6 is above average, with mathematics a real strength. There are no significant variations in pupils' performance within the school, although more Year 6 pupils achieve Level 5 in national tests in mathematics than in English, in part because of a recent and successful drive to improve standards in mathematics. This in turn led to a slight dip in English results, which the school is now correcting. The school provides a welcoming and very exciting environment for learning. Pupils enjoy coming to school because, 'We do fun things and learn a lot'. This is reflected in their high attendance. They are sure that bullying does not exist and insist they are completely safe. Pupils' spiritual, moral, social and cultural development is outstanding. The pupils' understanding of their local communities is good.

The quality of teaching and learning is good. This is clearly demonstrated in the school's accurate and reliable system to track pupils' progress, the work in pupils' books and in the high standards pupils reach at the end of Year 6. The quality of teaching seen in lessons during the inspection was good and a few excellent lessons were observed. The curriculum is outstanding, very well planned and provides a range of exceptional opportunities for the pupils. It takes every possible advantage of the school's location, and skills within the community and wider afield, to give pupils hands-on experiences of the real world. Pupils say that this is what makes learning so much fun. The excellent care, guidance and support provided for all pupils, including those whose circumstances may make them vulnerable, is central to their outstanding achievement. Adults in the school know pupils and their families very well, and are quick to discern when pupils may be having difficulties. The wide range of expertise in the school enables it to provide immediate, effective, and

**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

sympathetic assistance as required.

There is a strong team spirit and sense of pride in what has been achieved. Whole-school self-evaluation is accurate, because it is linked to learning outcomes for all pupils. The governing body carries out its statutory duties and monitors the work of the school effectively. When coupled with the very successful actions the headteacher and other leaders have taken to bring about improvement, this means that the school's capacity to improve further is outstanding.

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

- Improve attainment in English by:
  - raising the number of Year 6 pupils achieving Level 5 in national tests to match those achieved in mathematics.

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

**1**

Due to the outstanding curriculum and consistently good teaching all groups of pupils, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds, make outstanding progress. Pupils enter Reception classes with skills that are well below those expected for their age. In 2011, the school's comprehensive and accurate assessment and tracking system clearly shows that all pupils in Year 6 have made excellent progress from their starting points. Standards observed in Year 6 by inspectors were exceptionally high in mathematics and above average in English.

Pupils' behaviour makes a strong contribution to good learning in lessons. Positive relationships ensure that the vast majority of lessons run smoothly, although in a very small minority of lessons one or two pupils sometimes lose concentration. Pupils regularly listen closely to each other's opinions and ideas, knowing that different perspectives will deepen their understanding. Pupils work independently and productively. This was seen in all class groupings, from Reception to Year 6. Their concentration is good and their confidence grows as they successfully meet teachers' high expectations. This was seen to excellent effect in a Year 2 lesson when pupils acted out sequences, created story boards and discussed characters' feelings and expressions. The level of sustained concentration was remarkable, as was the understanding gained from this memorable learning experience.

Pupils enjoy attending school because they feel extremely safe. They confidently explain why this is so. Pupils react with surprise when asked about bullying, saying firmly that 'there simply isn't any' and they know what to do should it occur. They are confident that the school deals quickly, fairly and effectively with any issues that might arise. They are fully aware of the dangers they may face outside school and what steps to take to avoid them. Pupils have an excellent understanding of how to lead healthy lives and can describe with accuracy and enthusiasm the positive effects of exercise and a balanced diet on the body. Many pupils participate in a wide range

**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

of sporting activities outside of school, as well as enjoying physical exercise in school. It is clear from pupils' discussions that they are very proud of their school, and they feel that their opinions are listened to. Their involvement in activities in the immediate local area is strong. They are keen to represent the school in a wide range of sporting and cultural activities. They understand the significance and major features of other faiths, and raise significant amounts of money for charitable causes. When they leave school at the end of Year 6, pupils are mature and confident young citizens. They are outstandingly well-prepared for the next stage of their education and their future lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</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>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The whole school is colourful and full of creative places, in which every available space is innovatively used. Examples of pupils' work in English, mathematics, art, geography, music and other subjects are prominently displayed to motivate and inspire. All lessons are characterised by the excellent relationships between pupils and adults. The large majority of lessons move forward rapidly from task to task, ensuring that pupils pay close attention and learn well. Thought-provoking extension work for higher-attaining pupils is always available. Occasionally, the pace of the lesson and the learning slows when all pupils receive the same exposition or explanation. The quality of marking has improved and is now good, giving clear advice on how pupils can improve their work; however developments are relatively recent and so are yet to fully impact fully on learning. Teaching assistants are deployed effectively and play an active role in supporting different groups of pupils to

<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

**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

make excellent progress. This is particularly the case in ensuring that pupils with special educational needs and/or disabilities have access to everything that the school has to offer, and gain the same benefits as all other pupils. The speech and language enhanced resource base is a major feature of this support. It provides excellent resources for the pupils and the teaching assistants provide exemplary support. Teachers ensure that all learning is well matched to the needs and abilities of all the pupils.

Besides its meticulous attention to building pupils' basic skills, the curriculum has a strong focus on inspiring curiosity, as well as building pupils' respect for the individual and the environment. It combines these with a wide range of extra-curricular enrichment activities, which pupils say they enjoy immensely, and in which most participate, often with support from their families.

The school knows its pupils and their families very well. Regular consultations underpin the strong and positive links between school and home. Arrangements for supporting those pupils whose circumstances may make them vulnerable are excellent. The school consistently goes the 'extra mile' to make sure that all pupils are given every opportunity to be happy and achieve their best. As one parent noted, 'I feel very well supported by all the staff 100% of the time, nothing is ever too much, they are always there to help.' Transition arrangements are managed well and ensure that pupils transfer into school, from one class to another, and on to secondary education, with the minimum of disturbance and a great deal of confidence. Together, the outstanding curriculum and high level of care, guidance and support that pupils receive, lead directly to the impressive outcomes for pupils.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

Clear, highly focused and knowledgeable leadership, team spirit and pure hard work are the reasons behind this school's achievements. The headteacher strives continuously to improve all pupils' learning opportunities. Her commitment and dedication are infectious, and ensure that staff have a common sense of direction, and feel part of a successful team. Leaders at all levels are fully involved in monitoring the quality of teaching and learning in lessons. The school promotes equality effectively for all pupils through its detailed monitoring and tracking, and exemplary support. There is no evidence of any sort of discrimination or oppression. Safeguarding procedures are good, and given a high profile. This explains why 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

are so confident about feeling safe. Governance is good. Members of the governing body support the school well and give good attention to the welfare of pupils and staff. The governing body’s systems for holding the school to account for its work are robust. Community cohesion is promoted well within and outside the school. There are good partnerships with local schools and community groups. The school is working to ensure consistency in its links with a greater range of schools internationally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</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>1</b>

## Early Years Foundation Stage

Very close links with parents and carers ensure children to settle into the school very effectively. Parents and carers support and encourage their children both during the school day and at home. They value what the school offers and recognise the outstanding progress the school helps their children to make. Good and rapidly improving teaching combined with outstanding learning opportunities with a very strong emphasis on building communication, language and numerical skills, ensures that children make excellent progress from their starting points in all areas of learning. There is an excellent range of opportunities from which children can choose their activities and develop their skills for independent learning both inside and outdoors. Highly accurate assessment of what children know and can do enables adults to plan highly interesting and fun learning opportunities. Adults use this information very effectively to support those children who might require additional help. Resources are excellent and used highly effectively in imaginative role play. The effective balance between self-chosen and teacher-led activities is well established. Children gain a heightened sense of curiosity and clear enjoyment in learning which stays with them as they get older. They have excellent concentration, can share their thoughts, ideas, and toys as they work and play in complete harmony. Systems to

**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

ensure the health and welfare of the children are outstanding and fully embedded in the minds and actions of all the staff.

Leadership and management of the Early Years Foundation Stage are outstanding and the leader has made remarkable changes to the provision and the quality of teaching over a very short period of time. She has instilled a unity of vision for improvements in the provision, ensured all staff are well trained and participate fully in all leadership and management aspects. Self-evaluation is very thorough and the monitoring, tracking and assessment systems robust. The different skills of adults are deployed well to ensure all children’s needs are exceptionally well met.

*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

The proportion of parents and carers responding to the Ofsted questionnaire was much higher than is usual for primary schools. Respondents were overwhelmingly positive in their responses to the majority of questions, including being happy about their children’s experiences while at the school. A very small minority of parents and carers raised some individual or particular concerns, including the effectiveness with which the school provides information on their children’s development. Inspectors found that the school provides a wide range of opportunities to share information with parents and careers, including that on pupils’ progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Southfields 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 165 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	128	78	35	21	0	0	0	0
The school keeps my child safe	125	76	40	24	0	0	0	0
The school informs me about my child’s progress	103	62	55	33	4	2	0	0
My child is making enough progress at this school	104	63	56	34	1	1	1	1
The teaching is good at this school	117	71	48	29	0	0	0	0
The school helps me to support my child’s learning	111	67	50	30	4	2	0	0
The school helps my child to have a healthy lifestyle	112	68	52	32	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)	116	70	44	27	0	0	0	0
The school meets my child’s particular needs	116	70	46	28	1	1	0	0
The school deals effectively with unacceptable behaviour	105	64	57	35	1	1	2	1
The school takes account of my suggestions and concerns	95	58	63	38	3	2	0	0
The school is led and managed effectively	118	72	47	28	0	0	0	0
Overall, I am happy with my child’s experience at this school	127	77	36	22	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.**



26 September 2011

Dear Pupils

**Inspection of Southfields Primary School, Peterborough, PE2 8PU**

Thank you for making the inspectors so welcome when we visited your school recently. We were very impressed with your good behaviour, politeness at all times and your positive attitudes to learning in lessons. We noticed how trustworthy you are when working on your own.

We found that Southfields Primary is an outstanding school. It has many outstanding features which lead to some excellent outcomes for you. The most important of these features are the outstanding curriculum and the excellent care, guidance and support the school provides. Together, these ensure that several aspects of your personal development, your achievement and the progress you make, are outstanding.

However, there is still one thing which the school could do even better so I have asked the adults in school to do the following thing to help you learn even more quickly than you do now:

- help more of you reach level 5 in English.

Please continue to be the happy, hard-working and sensible young people you already are. Good luck to you all for the future.

Yours sincerely

Ronald Hall  
Lead 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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**