

Southbury Primary School

Swansea Road, Enfield, Middlesex, EN3 4JG

Inspection dates

3–4 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher's strong leadership inspires everyone, both staff and pupils, to strive continually to improve. The deputy headteacher, senior and subject leaders provide highly effective support in the search for ways to drive up the pupils' achievement.
- Governors have overseen a period of continual improvement in recent years. They keep a firm hand on finances in order to fulfil their aim of maximising staffing levels.
- The relentless focus on improvement, particularly in teaching and learning, is a major factor in the pupils' good and improving achievement.
- Teaching is good overall with an increasing proportion that is outstanding. Much is imaginative and lively. This captures the pupils' attention and keeps them engrossed for long periods.
- Skilled teaching in the Nursery and Reception ensures that children quickly become confident and independent learners.
- Staff and governors focus successfully on making sure no pupil is left out and all are given the help they need to succeed. This includes making sure that the more-able pupils are challenged, the pupil premium is used effectively, the newly arrived settle in quickly and pupils with special educational needs meet their targets.
- The school makes excellent provision for the pupils' spiritual, moral, social and cultural development through subjects and a wide range of special events.
- The pupils' exemplary behaviour and extremely positive attitudes to learning are significant factors in their good achievement. Pupils are unfailingly polite to each other, staff and visitors. They are very keen to please and want to succeed.
- This is a highly cohesive school community in which pupils feel very safe and thrive. The strong partnership forged with families reflects the genuine care for parents, carers and their children.

It is not yet an outstanding school because:

- The proportion of outstanding teaching is not high enough. At times, some teachers limit the pupils' ability to work independently by taking too long over their lesson introductions.
- There are inconsistencies in the quality of teachers' marking and feedback, particularly in mathematics.

Information about this inspection

- Inspectors observed 29 lessons or parts of lessons, 10 of which were seen together with the headteacher and deputy headteacher.
- Meetings were held with groups of pupils, school staff, members of the governing body, including the Chair of the Governing Body, and representatives from the local authority.
- There were insufficient responses to the online parent questionnaire (Parent View) and so inspectors took into account the results of a survey undertaken by the school in May 2013 to which over 100 parents and carers responded. Inspectors also held informal discussions with parents and carers at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own information on the pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding. Inspectors also took account of the 50 responses to the staff questionnaire.
- Inspectors listened to the reading of a sample of pupils in Year 2.

Inspection team

Martin Beale, Lead inspector

Additional Inspector

Robin Gaff

Additional Inspector

Jill Thewlis

Additional Inspector

Full report

Information about this school

- The school is much larger than most primary schools.
- Almost all pupils are from minority ethnic backgrounds, with the largest groups being pupils of Turkish, Bangladeshi or Black African backgrounds.
- Three-quarters of pupils speak English as an additional language. A significant proportion are at an early stage of learning English.
- The school receives pupil premium funding for just over half of the pupils, which is well above average. This is extra government funding given to schools for pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- More pupils than in most other primary schools join or leave part-way through their primary school education. Many of those who join do so with limited English language skills.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that teachers encourage all pupils to learn how to work independently and making lesson introductions sharper for all pupils.
- Ensure that marking consistently gives high-quality guidance to pupils, particularly in mathematics, that helps them improve their work and take responsibility for their learning by responding to their teachers' comments.

Inspection judgements

The achievement of pupils is good

- Through effective teaching that meets their needs well and their exceptionally positive attitudes to learning, most pupils reach the levels expected for their age by the end of Year 6. Given their low levels on entry to the school at whatever time they arrive, this represents at least good progress.
- Year 6 test results have risen since the last inspection, with an increasing proportion of pupils reaching the higher levels in writing and mathematics. This gives them a firm platform for success at secondary school.
- Children often join the Nursery with skills that are very low, particularly in language and physical development. Effective teaching focuses sharply on these areas as well as the children's personal development. Consequently, children settle quickly and make good progress.
- Pupils consistently make outstanding progress in mathematics at Key Stage 2. This is because of the sharp focus on helping them to become secure, confident and accurate when working with numbers and the frequent opportunity to apply these skills when solving problems.
- The recent action to improve writing throughout the school is paying dividends and achievement is rising. The children's early writing develops well through the attention to mark-making and their fine motor skills in Nursery and Reception. The structured development of extended pieces of writing develops well as pupils move through the school. Through this boys are becoming more interested in writing and the gap is closing between their attainment and that of girls.
- Progress in reading, although good overall, is not quite as rapid. While their understanding of letters and their sounds develops well, pupils do not always gain meaning from what they read until their English language becomes fluent. For many, this is during Key Stage 2 where they start to read for pleasure and enjoy more complex texts.
- Pupils speaking English as an additional language make good progress because teachers take every opportunity to promote their language development. This helps pupils of Turkish backgrounds to make rapid progress at Key Stage 2, although their attainment is slightly lower than others'. Pupils of Bangladeshi heritages achieve more highly than pupils from other minority ethnic backgrounds with some making outstanding progress.
- Disabled pupils and those with special educational needs make at least good progress because of the expert, well-planned and well-delivered support they receive. Provision is checked closely so that it corresponds to their needs and adapted swiftly where necessary.
- The pupil premium is used to fund individual tuition, catch-up reading support and additional teachers to reduce class sizes and is highly effective. As a result eligible pupils make such good progress that there is no gap between their attainment and that of others by the end of Year 6.

The quality of teaching is good

- Classrooms are calm and purposeful because of the skilled way in which teachers manage the pupils' behaviour. They make their expectations clear and generate confidence by showing how much they value the pupils and their contributions. Learning is interesting and exciting so that pupils become quickly absorbed in whole-class sessions and when working on activities.
- Talk plays an important part in all lessons whether this is pupils sharing their ideas with partners or rehearsing what they want to write. The teachers' skilled questioning probes and checks understanding and requires the pupils to respond in full sentences. Teaching assistants are fully involved in supporting pupils in lessons or leading small groups. This contributes considerably to the learning of disabled pupils and those with special educational needs, as well as developing the language skills of those new to English.
- Lessons and activities are pitched well at the next steps in each pupil's learning and challenge the more able. Teachers carefully build learning in stages during each lesson and across a series of lessons, but at times opportunities for pupils to work independently are limited. This is

particularly the case when lesson introductions last too long limiting opportunities for pupils to explore ideas themselves.

- The indoor and outside classrooms in Nursery and Reception provide children with many opportunities to explore and investigate. All adults explain the meaning of words in a practical way in order to develop the children's language skills. For example, as reception children made shapes in the air, the teacher talked through the language of shape.
- Thorough marking shows pupils precisely what they have done well, and the most effective gives guidance that helps pupils to do better. Not all guidance is of the same high quality as the best when pupils do not have the opportunity to respond to their teacher's comments on how to improve their work.

The behaviour and safety of pupils are outstanding

- The pupils' exceptionally strong learning habits and constructive relationships start from the moment they enter and are built on very successfully as they move through the school. Children in the Nursery and Reception classes are able to concentrate for significant periods of time. They play and collaborate harmoniously. This is particularly impressive given that some were only in their first full week of school at the time of the inspection.
- Expectations of pupils' behaviour are extremely high and this is emphasised through all adults being consistent in their use of rewards and sanctions. This means pupils know precisely where they stand. In all lessons pupils remain fully focused and continually strive to do their best, showing a genuine appetite for learning. Pupils attend regularly and any absence is followed up rigorously.
- Incidents of inappropriate behaviour are very rare. Pupils are clear about what might constitute bullying and how to stay safe. Pupils and parents and carers say there is no bullying or racism. This is confirmed by school records.
- The school makes sure pupils are able to keep themselves safe at all times. One example of this was the road safety training given to Year 1 pupils in preparation for their off-site trip. Pupils are very clear about how to keep themselves safe on the internet, as e-safety is revisited in all lessons when using computers.

The leadership and management are outstanding

- The headteacher keeps everyone focused firmly and successfully on improving the quality of teaching, ensuring equality of opportunity and tackling discrimination. Subject leaders have been trained to provide effective support for their colleagues, for example by teaching alongside them or teaching demonstration lessons. This significantly aids the training of new teachers. Formal processes for monitoring and improving the performance of teachers are rigorously implemented and account for the increasing amount of outstanding teaching.
- Members of staff are fully behind the drive to meet the headteacher's high expectations and increasingly challenging targets. The school's continual improvement since the last inspection and its capacity for more are based on incisive self-evaluation which enables plans for action to be focused precisely on key priorities and challenging targets for the pupils.
- Parents and carers are full partners in their children's learning and genuinely made to feel welcome. They greatly value the information they are given about their children's progress and the help to support their learning. This includes showing how their children will be taught to calculate as they move through the school and ideas about how they can help to support their learning at home.
- The school continually reviews the organisation of subjects in order to improve the learning of all pupils. This leads to many memorable experiences that add much interest to their daily lives, such as the display of hawks to Year 6 pupils. The school does its utmost to ensure that pupils remain healthy and physically active. Plans for the use of new funding are aimed at enhancing

this through training for teachers and engaging specialist sports coaches.

- Through the strong focus on their personal development pupils develop an appreciation of art and music. Links with schools in Spain and Bulgaria broaden their horizons considerably and promote greater global awareness. Empathy and understanding are fostered well through celebrating different cultures. Pupils learn to appreciate religious customs through visits to places of worship and visitors to school sharing their beliefs.
- The local authority provides appropriately light touch support, while remaining aware of the school's strengths. Teachers from other local schools are regularly invited in to observe the high-quality teaching and the headteacher supports the leadership of other schools.
- **The governance of the school:**
 - Governors reflect on their effectiveness and adjust their operation accordingly. They enhance their expertise through regular training and 'governor of the month' visits. Through this they have a clear understanding of the school's performance relative to other schools. Their questioning and challenge keep the school on its toes. Governors have a very clear view of the quality of teaching and how the headteacher drives for improvement including through the use of financial incentives. They are instrumental in decisions about the allocation of the pupil premium and carefully check its impact. Governors rigorously fulfil statutory requirements including in relation to safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102014
Local authority	Enfield
Inspection number	427378

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	473
Appropriate authority	The governing body
Chair	Barbara Munson
Headteacher	David Bryant
Date of previous school inspection	18–19 November 2009
Telephone number	020 8804 1710
Fax number	020 8804 1050
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