

# Southborough Primary School

Southborough Lane, Bromley, Kent BR2 8AA

## Inspection dates

27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The recent improvements in pupils' achievement are not yet being sustained across all year groups in all subjects.
- Teachers do not always give pupils enough guidance on what they need to do to improve their work, and do not regularly check that pupils understand the feedback they have been given.
- Pupils of lower ability are not consistently given work that is well matched to their needs to help them to progress as quickly as they could.
- More able pupils are not always appropriately challenged to do their best because teachers' expectations are too low.
- Although gaps are closing, boys do not make as much progress as girls, especially in writing.
- Attention given to spelling, grammar and punctuation when marking written work is inconsistent, so that pupils do not achieve high enough standards in writing.
- Although behaviour and safety have improved, pupils say some bullying persists, especially among the boys.
- Senior leaders have not fully addressed equal opportunities issues, or tackled some discrimination, including name-calling.
- Middle leaders need to develop their roles in holding teachers to account for pupils' achievement in their subjects.

### The school has the following strengths

- The headteacher, together with the new deputy headteacher, has clearly identified the school's strengths and weaknesses. Actions to improve the quality of teaching are resulting in improved progress, especially in pupils' reading and mathematics.
- Improved leadership of the Early Years Foundation Stage has raised children's achievement, especially in their personal, social and emotional development and in their literacy and numeracy skills.
- Governance has improved and governors now have the knowledge and expertise to be able to challenge and support the school well.
- Partnerships with parents are improving, and the majority of parents say they would recommend the school to others.
- Staff express great confidence in the leadership of the school, and there is a strong unity of purpose among them.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, six of which were joint observations with the headteacher and deputy headteacher. All classes were seen at least once and some small group sessions were seen.
- Meetings were held with groups of pupils, a representative of the local authority, members of the governing body and senior and middle leaders. Discussions were also held informally with parents at the start of the school day and with pupils in lessons and at break and lunchtimes. Inspectors also heard groups of pupils read in Years 2 and 5.
- Inspectors took account of the 94 responses made by parents to the online questionnaire (Parent View), six letters written by parents, and the 46 staff questionnaires returned.
- Documents were scrutinised, including those relating to safeguarding, behaviour, the school's self-evaluation, pupil progress information, attendance data, and minutes of governors' meetings.
- Most Year 6 pupils were away on a school journey during the inspection.

## Inspection team

Angela Konarzewski, Lead Inspector	Additional Inspector
Kate Robertson	Additional Inspector
Peter Thrussell	Additional Inspector

# Full report

## Information about this school

- Southborough is a larger than average, two-form entry primary school.
- The proportion of pupils entitled to additional funding, known as pupil premium, is broadly in line with the national average. This support is provided for pupils known to be eligible for free school meals, those in local authority care and the children of service families.
- The proportion of pupils from minority ethnic groups is average, with a lower than average proportion learning English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs. The majority of these include pupils with moderate learning difficulties, behavioural, emotional and social difficulties, and speech, language and communication needs.
- Two pupils are educated at Grovelands Pupil Referral Unit and one is being educated at home.
- The school currently meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been a number of staff changes, including the appointment of a new headteacher.
- There is a nursery on the school's site that is not run by the governing body.

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

- Improve quality of teaching and learning so that it is consistently good or better in order to boost pupils' progress by:
  - having higher expectations of what pupils, especially boys, including the most able and the least able, can achieve, and planning work that more rapidly builds on what they have achieved already
  - ensuring that teachers' marking is consistent, informs pupils of their next steps and provides them with opportunities to respond to teachers' comments and to correct mistakes.
- Raise levels of achievement, especially in writing, to ensure more pupils, particularly boys, reach the standards of which they are capable by:
  - focusing more directly on improving pupils' grammar, spelling and punctuation skills in their written work
  - creating more opportunities for pupils to practise their writing skills in subjects other than English.
- Improve the effectiveness of leaders and managers at all levels by:
  - developing the role of middle leaders so that they are accountable for raising standards in their areas of responsibility
  - actively promoting equal opportunities and tackling bullying of a racist or homophobic nature among some of the boys, such as name-calling
  - improving attendance, especially for boys, so that it is at least in line with the national average by September 2014.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement varies across the school. In some classes where teaching is more effective, for example in the Reception classes, pupils of all abilities make better progress. However, achievement is not yet good by the end of Year 6 because teaching in both key stages still requires improvement.
- Lower ability pupils do not make as much progress as others because work is not always appropriately matched to their needs. However, disabled pupils, and those with identified special educational needs, are now making better progress because of the extra teaching they receive in small groups or individually.
- Similarly, more able pupils do not always make as much progress as they could because they are not appropriately challenged. Insufficient numbers of pupils attain the higher levels, especially in writing.
- Boys continue to underachieve compared with girls across the school, especially in their written work. The school is addressing this issue by seeking actively to engage boys more positively by improving their enjoyment of school, their behaviour and their attendance.
- Many children join the Reception classes with abilities that are typically below those expected for their age, especially in their speech, language and communication skills. They make good progress in their personal and social development and in literacy and numeracy because teachers rightly make these areas their priority.
- The proportion of pupils in Year 1 who attained the expected standard in the phonic screening check (the sounds that letters make) was well below the national average in 2013. School information shows that better teaching of phonics in Reception, and in Years 1 and 2 this year is contributing to an improvement in pupils' achievement.
- Pupils' attainment at the end of Year 2 improved in 2013, although it was still below the national average. The action taken by senior leaders has continued to improve achievement so that, as school evidence shows, pupils in Key Stage 1 are on course to reach standards that are in line with national expectations this year in reading and mathematics.
- Although there was an improvement in attainment in mathematics at the end of Year 6 in 2013, attainment in reading and writing was significantly below the national average, especially in grammar, spelling and punctuation. Standards by the end of Year 6 are improving this year because of better teaching, especially in reading and mathematics, and school information shows that they are on track to be closer to the national average in the 2014 tests.
- The gap between the achievement of pupils supported by additional funding and others is now closing, because of the targeted support they are currently receiving.

### The quality of teaching

### requires improvement

- Weaker teaching over time has affected the quality of learning and progress made by pupils across the school. Senior leaders have acted firmly to address inadequate teaching. As a result, some teaching is now good, but not all, and there are variations in its effectiveness in both key stages.
- In Reception, the teaching is now typically good. The online system for recording achievements through photographs and notes provides parents with good quality information on how well their children are doing. The classrooms are stimulating, but some resources, especially in the outside play area, are in a poor condition and do not enable children to move their learning forward as rapidly as they could.
- Although the quality of marking and feedback to pupils in Years 1 to 6 on what they need to do to progress has improved, and some is now good, effective marking is not seen in all classes. Some work remains unmarked, so opportunities to identify mistakes and adjust teaching accordingly are missed.

- The quality of teaching of grammar, spelling and punctuation varies across the school, and many errors in pupils' workbooks remain uncorrected.
- Pupils of all abilities learn well when they work on tasks that are sufficiently challenging for them. For example, in a Year 5 'Power of Reading' lesson, all pupils were deeply engrossed in predicting a character's thoughts and feelings. The teacher stimulated pupils' imagination by asking interesting questions: for example, 'Do you think the bird is real?' One boy responded thoughtfully: 'A real bird would be covered in flesh and feathers, but that one is metal.' Another boy made a perceptive link to the story of Pinocchio.
- Although more able pupils were appropriately challenged in this Year 5 lesson, this higher level of challenge does not occur in every class. Some teachers' expectations are too low, so more able pupils do not always make as much progress as they could.
- Pupils with social, emotional and behavioural problems benefit from opportunities to attend the newly established nurture group, for which staff have received specialist training. Here pupils have opportunities to share their anxieties, and to complete tasks set for them with a high level of support.
- Disabled pupils and those with special educational needs also benefit from targeted support. They make sound progress when they work in small groups or individually with adult support, but they are not always well catered for in whole-class lessons.
- Pupils supported by additional funding also receive well-targeted support and some are now on track to attain above average levels by the end of Year 6. One such boy wrote: 'I was rather shocked and quite mesmerised that someone other than my family admired my paintings.' His use of interesting vocabulary and correct spelling of uncommon words demonstrated fluency in his use of English.
- Improvements in the teaching of reading, and in the provision of books through the opening of a new library, are already raising pupils' achievement in reading.
- The vast majority of parents say they are happy with the homework their children receive.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. Pupils' attitudes to learning are not always as good as they could be in every lesson. While the majority of pupils behave well at playtimes and lunchtimes, this is not the case for all, and pupils report some rough play that is not always well managed.
- There is acknowledgement by pupils, staff and parents that behaviour in the school has improved significantly. One member of staff wrote on the questionnaire: 'There have been many changes in the school and a marked change in behaviour.'
- The majority of pupils enjoy coming to school and so their attendance is improving. However, some pupils, especially boys, are frequently absent and this means they miss too much schooling and fall behind. Initiatives to address the problem, including the recent deployment of a family support worker, are just beginning to show impact.
- Pupils are knowledgeable about bullying. Older pupils are concerned that there remains a culture of bullying, especially among the boys, where name-calling, including names of a racist or homophobic nature, is not uncommon. They say levels of bullying have improved, and bullying is less common among younger pupils.
- The school's work to keep pupils safe and secure is sound. Pupils have received some training in dealing with cyber-bullying and would appreciate more in order to keep themselves completely safe when using the internet.

### **The leadership and management**

### **requires improvement**

- Leadership and management is not yet good because, although there have been significant improvements in teaching involving a number of changes of staff, teaching is not yet

consistently good.

- The headteacher, together with the new deputy headteacher, has established a shared determination to ensure that there is continued improvement to become a good school. Senior leaders have the confidence of the local authority, parents, pupils and staff in their ability to drive the school forward.
- The local authority is fully aware of the difficulties the school has faced since the last inspection, and has given appropriate support to ensure that it is now on the road to becoming a good school.
- The headteacher conveys his high expectations of the quality of teaching required through a systematic approach to judging performance that all staff understand. There are appropriate links to the Teachers' Standards and pay progression is not automatic.
- Self-evaluation is accurate and plans for school improvement are now more sharply focused on the priorities to move it forward.
- Middle leaders, most of whom are new to their role, have identified what is working well and what needs to be done to bring about further improvements in their subjects. Development plans have been written and agreed actions are being implemented. However, middle leaders do not currently have the necessary skills required to check the impact of their actions, or to hold teachers to account for pupils' progress.
- Leaders are making further improvements to the system for tracking pupils' progress and measuring their attainment. However, this information is not yet used well enough by all staff to inform future planning for teaching and learning.
- The new primary school sports funding is currently being used to provide sports coaches as well as to improve the quality of teaching in physical education (PE) lessons. Systems for measuring the impact of this provision are not yet fully in place.
- Pupils benefit from a wide range of clubs and activities outside the school day. The breakfast and after-school clubs are well attended, and provide opportunities for pupils to develop their social skills, as well as good quality care for pupils whose parents are at work.
- The school is focusing on improving achievement in reading, writing and mathematics. With the introduction of the new National Curriculum, leaders and managers are starting to devise a range of subjects that is more motivating and inspiring for pupils, taking particular account of the needs and interests of boys.
- Pupils' spiritual, moral, social and cultural development has not been a priority. There is a noticeable lack of recognition of the cultural diversity represented in the school, in the wider community and in the world beyond. This has resulted in some problems with equal opportunities and discrimination, for example, name-calling.
- Safeguarding and child protection procedures are effective and meet current requirements.
- **The governance of the school:**
  - There have been significant changes in the governing body in the last year. The current governors bring considerable skills and expertise to the role. They are knowledgeable and ensure that the school is on a pathway to improvement. They are fully involved in evaluating the school's strengths and weaknesses, and in development planning. They have undertaken training and are increasingly effective in holding school leaders to account. They are determined to tackle weaker aspects of the school quickly. Governors have a good understanding of the quality of teaching and how teachers are rewarded for their effectiveness. They are committed to ensuring equality of opportunity and tackling discrimination and recognise that this now is a priority for the school. They are aware of the impact of decisions about the use of the pupil premium funding and how gaps in pupils' achievement are closing.

## 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

<b>Unique reference number</b>	101601
<b>Local authority</b>	Bromley
<b>Inspection number</b>	440947

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>	431
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bradley Golding
<b>Headteacher</b>	Patrick Foley
<b>Date of previous school inspection</b>	14–15 July 2011
<b>Telephone number</b>	020 8467 2343
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