

# Southway Primary School

South Way, Bognor Regis, PO21 5EZ

## Inspection dates

5–6 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress, often from very low starting points.
- Teaching is good. Senior leaders have taken effective action to bring this about. Teaching in the Nursery and Reception classes is outstanding.
- Disabled pupils and those with special educational needs make good progress.
- Pupils supported by additional government funding also make good progress. Many attain higher levels than their peers, from similar starting points.
- Pupils who join the school with little or no English language are warmly welcomed. They make rapid progress because they feel safe and receive skilled support.
- Pupils' behaviour is good. Respect and courtesy are hallmarks of the school community. The school is a safe and happy place in which to learn.
- The principal provides aspirational, determined and uncompromising leadership. He shares and develops leadership in an exemplary way so that every aspect of this large school is well directed. As a result, achievement is improving steadily.
- Governors fully support the vision of the principal. They know the school well, including how resources are used and how well pupils are learning. The academy Trust provides robust challenge and support to the governing body.

### It is not yet an outstanding school because

- Too few pupils attain the highest levels, especially boys in writing.
- In some lessons and in some marking, teachers do not help pupils to extend their learning as fully as they could.
- Some pupils find it difficult to maintain their concentration.
- Pupils produce less written work than they are capable of.
- Senior leaders do not always check that teachers have acted fully on the feedback given to them.
- School evaluation documents and improvement plans are unnecessarily complicated.

## Information about this inspection

- Inspectors observed teaching in every class. They observed 23 lessons, six with senior leaders. This included some lessons led by teaching assistants.
- Inspectors heard pupils read and looked at pupils' work in their books and on display.
- Inspectors held meetings with the principal and other senior leaders, the Chair of the Governing Body with another governor, and a representative from the Trust. They talked with parents in the playground at the start of the day and spoke with staff around the school.
- Inspectors met with groups of pupils, observed playtime and lunchtime, and talked with pupils around the school, including with help from bilingual pupils who translated when inspectors spoke to pupils with low levels of English.
- Inspectors took account of 85 responses to the online questionnaire (Parent View). Responses to the staff questionnaire were also analysed.
- Inspectors looked at a range of documents, including plans for what pupils will learn in each subject, plans for the academy's future development, the academy's use of government sports funding and the pupil premium. The inspection team also checked arrangements for keeping pupils safe, pupils' attendance records, and minutes of governing body meetings. They scrutinised records of how pupils' learning is tracked and analysed, and records of the quality of teaching.

## Inspection team

Siân Thornton, Lead inspector	Her Majesty's Inspector
Christine Raeside	Her Majesty's Inspector
Gianni Bianchi	Additional Inspector
Douglas Brawley	Additional Inspector

## Full report

### Information about this school

- Southway Primary School is much larger than an average-sized primary school. The academy includes a Nursery class with places for 52 children.
- Most pupils come from White British families. Almost one fifth of pupils come from families in minority ethnic groups, the largest group being pupils with East European backgrounds. A small number of pupils come from families with Asian, African or Caribbean heritage.
- Most East European pupils join the school with little or no English language.
- The proportion of disabled pupils and those with special educational needs and who are supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils for whom the school receives the pupil premium is above average. This extra money is provided by the government for children who are looked after and those entitled to free school meals.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at age 11.
- Southway Primary School chose to become an academy, sponsored by United Learning Trust, in September 2012. The governing body has remained in place, supported by the Trust.
- Since January 2014, the principal has supported another United Learning Trust academy for two days a week. On these days, the two vice-principals lead Southway.

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

- Improve teaching to ensure that:
  - more boys attain the highest levels in writing
  - all pupils maintain their concentration and extend their learning, during teaching and when they are learning independently
  - all pupils increase the amount of written work which they produce
  - marking is used consistently well, to tell pupils how they can improve their work, and especially their writing.
- Ensure that leaders and managers:
  - check that teachers have acted on feedback given to them
  - provide clear and concise plans, which set out, precisely, priorities for action and exactly how governors will check and recognise improvement.

## Inspection judgements

### The achievement of pupils

is good

- Pupils make good progress from starting points which are often well below those expected for their age. As a result, the proportions of pupils who attain the expected levels in reading, writing and mathematics at ages seven and 11 are in line with national averages.
- The academy has reliable systems for tracking pupils' progress and it is clear from these records that attainment at the end of the Reception Year, Year 2 and Year 6 is rising.
- Disabled pupils and those with special educational needs make good progress. This is because their needs are identified promptly and the right support is provided.
- Pupils from minority ethnic backgrounds, including those who are learning English as an additional language, make good progress. This includes older pupils who join the academy with little or no English. These pupils are fully included in the life of the school and their progress and well-being is closely checked.
- The progress and attainment of pupils supported by the additional government funding is strikingly good. The attainment of these pupils is very close to that of their peers at age seven, and often better by age 11. Their success is due to the academy's commitment to all its pupils, and the rigorous systems and skilled support which have been put in place.
- Achievement in reading is a strength of the academy, supported by the systematic way in which pupils learn about letters and sounds, and the importance given to adults hearing pupils read.
- In writing, the proportion of boys who attain the higher levels at age seven and age 11 is lower than the girls. For the older boys, this links to their attainment in spelling and grammar, which also lags behind that of the girls. This is why achievement is not outstanding.
- In mathematics, the progress made by the most able pupils, especially girls, has recently improved significantly and rapidly. This is due to effective action taken when leaders identified this as an issue for the academy.

### The quality of teaching

is good

- Good teaching is leading to rising achievement in reading, writing and mathematics.
- Teachers make good use of information on pupils' progress to plan activities that are set at the right level. This includes planning for the work of teaching assistants, whose focused interventions make a positive difference to pupils' learning.
- Extra teaching for disabled pupils and those with special educational needs, and for those learning English as an additional language, is well organised and closely checked. This includes the work of bilingual teaching assistants, whose skilled support helps pupils make rapid progress with spoken English and the letters and sounds which support good reading and writing.
- The quality of display in classrooms and around the school, and harmonious relationships between adults and pupils, reflect the very positive values of the academy. This creates a purposeful atmosphere for learning in every classroom, where everyone is expected and supported to do their best.
- In the most effective teaching, teachers and teaching assistants observe learning carefully and use questions cleverly, to keep pupils interested and to challenge and extend their learning. This happens most consistently in guided reading and mathematics lessons. For example, in Year 2, the teacher's precise and interesting questions captured the interest of a group of pupils reading together about the scientist Jacques Cousteau. They then settled into their written work with energy and interest, and made good progress. Similarly, in a Year 3 mathematics session, both the teacher and teaching assistant used challenging questions to develop pupils' understanding about two-digit numbers. Pupils in this lesson were also able to tell the inspector how the teacher's comments in their marking helped them to make progress.
- In less successful teaching, adults sometimes miss these opportunities. When this happens,

some pupils lose their concentration and the most able pupils are not challenged. This also happens when teachers do not set challenging enough work.

- Pupils take pride in their work and this shows in examples of beautifully presented project books. However, expectations for the amount of written work that pupils produce are too low. This limits pupils' writing development, especially for the most able boys.
- Teachers mark work regularly and consistently, in line with the academy's policy. Pupils know and understand what the symbols used mean. However, teachers do not always give enough guidance in their marking about how pupils can improve their work, and especially their writing.
- Most children who start in Nursery or Reception class enter with levels of learning which are well below those expected for their age. Outstanding teaching and provision enable them to make rapid progress. The academy's own records show that this is improving year on year, so that pupils are increasingly ready for the challenges and opportunities of Year 1 and beyond.

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

- The behaviour of pupils is good. They are courteous and polite around the academy, and helpful to visitors. Pupils play well together and support one another, including by acting readily as translators.
- Older pupils enjoy a range of responsibilities such as register monitor or assisting at lunchtime, and they carry out these duties diligently and with pride.
- Most pupils show good behaviour for learning. They listen carefully to adults and work well together when this is required. However, some pupils find it difficult to maintain their concentration and need reminders to sit up and listen, or to focus on their task. Although teachers manage this well, this is why behaviour is not yet outstanding.
- Pupils show respect for the academy and use equipment and books with care. Everyone wears their school uniform with pride, and conforms to the academy's rules about clothing for physical education lessons.
- The academy's work to keep pupils safe and secure is good. This includes excellence in the maintenance of the premises, the close supervision of pupils at all times, and detailed behaviour management policies and record keeping, which all staff follow consistently.
- Pupils are taught about the dangers of bullying and are aware of its different forms. They know how to use the internet safely. They are confident that if problems arise and they tell an adult, the issue will be dealt with firmly.
- Senior leaders work hard to engage parents in the academy's work to improve behaviour and eradicate any form of bullying. Most parents expressed through the questionnaire, and to inspectors, that they are positive about the academy's approach to bullying and managing behaviour. However, a small number of parents remain concerned about this. The evidence of the inspection does not support these concerns. Inspectors found that the academy has achieved a harmonious and cohesive community where pupils are safe, and where firm action is taken promptly, if concerns arise.
- Pupils' attendance is good and the start of the day is a happy time.

### **The leadership and management are good**

- The principal provides outstanding leadership. Other senior leaders and all adults in the academy reflect his determination to achieve the best possible learning and experience for every pupil. The principal told inspectors, "You can't have great learning without great teaching", and this understanding clearly underpins all the academy's work.
- There are clear expectations from the principal that all staff will continually develop their expertise, and their roles in the academy. Regular staff meetings and high quality training ensure that leaders at all levels work to the same aims and build their skills. This has enabled Southway to provide support to another academy in the Trust, using a variety of staff expertise

in addition to that of the principal himself.

- The consistent application by staff of policies and procedures means that the academy is an orderly community where respect, courtesy and hard work are non-negotiable.
- Provision for the spiritual, moral, social and cultural development of pupils is a conspicuous strength of the academy. This is fostered through the range of subjects, positive relationships, celebrations of success, extended sporting opportunities (supported by additional sports funding from the government) and educational visits and visitors. The world is brought into the academy, and pupils are being well prepared for life in modern multicultural Britain.
- Senior leaders check pupils' progress carefully and discuss this in detail with class teachers. Extra support and special opportunities for pupils are well organised and allocated fairly.
- Senior leaders monitor the quality of teaching systematically and give feedback to teachers about the strengths and weaknesses observed. However, leaders do not always check that teachers have acted on this. During the inspection, senior leaders' judgements about teaching were found to be accurate.
- The academy is developing an innovative programme to promote curiosity, creativity, high levels of achievement, and good behaviour. Senior leaders carefully check the quality of the activities which teachers plan but do not routinely review, in enough detail, the learning which has taken place or the quality and amount of work which pupils produce.
- Senior leaders have accurate records about how well the school is doing and relevant action plans to steer the school's improvement. However, these documents are too complicated to make it easy for everyone to understand clearly what they should be doing and how the impact will be measured.
- The academy works hard to engage all its parents. Communication is good and provided in a variety of leaflets, meetings and the academy website. Senior leaders and teachers make themselves readily available to parents. As well as the on-line survey 'Parent View', the academy issues its own regular surveys to parents and then reports on the action it has taken in response to their views. The majority of parents responding to surveys, or speaking with inspectors, expressed their confidence in the academy and pride in their children's progress.
- All safeguarding requirements are met by the academy, including for the recruitment of staff and the protection of vulnerable pupils.

#### ■ **The governance of the school:**

- Governors are passionate about the academy's mission to serve the community in which it stands. They value the leadership of the principal, and ensure he receives the support his role demands. The Trust supports governors in holding the principal to account.
- Governors know the academy well. They receive regular reports about the progress pupils are making; they know how to use this information to compare the performance of the academy with that of other schools. They visit the school regularly to check this information and to see the quality of teaching for themselves.
- Governors are rigorous in overseeing the process for setting targets for teachers and ensure that there are clear links between the quality of teaching and salary progression.
- Governors are involved in planning and checking the use of pupil premium resources, and the use of government sports funding. They are fully aware that these resources are used well, to make a real difference to the achievement and experience of pupils.
- Governors are aware of areas where the academy needs to improve further. However, the academy's improvement plans do not always make it clear enough how governors will check and measure success.
- The governing body stays up to date with the information and training it requires and keeps its way of working under review.
- The Trust ensures that the school's finances are managed well, and that all statutory duties are met.

## 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>	138413
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	426376

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>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	616
<b>Appropriate authority</b>	United Learning Trust
<b>Chair</b>	Mrs Diane Wilson
<b>Headteacher</b>	Mr Matthew Westgarth
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01243 810200
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