

# Southey Green Primary School and Nurseries

Crowder Avenue, Sheffield, South Yorkshire S5 7QG

<b>Inspection dates</b>	2–3 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Outcomes for pupils are good because pupils make good progress in a broad range of subjects including English and mathematics.
- Teachers set work that captures pupils' interests and, as a result, pupils are well motivated and make good progress.
- Pupils' conduct around the school is good. They treat each other with dignity and respect. Pupils are polite and courteous to adults. They say they enjoy school and are safe in school.
- Expectations are high. Consequently, pupils take pride in their work and this leads to high-quality handwriting and presentation across the school.
- Senior leaders, and subject leaders, check teaching thoroughly. Their actions have ensured that teaching is now good and pupils are making good progress.
- Governors know the school well. They use a wide range of information and their first-hand experience to hold leaders to account for their work. They make sure that the additional government funding for disadvantaged pupils is used very effectively.

### It is not yet an outstanding school because

- Over time, teaching and leadership in early years have not ensured good outcomes for children.
- Occasionally, pupils in Years 1 to 6 are not challenged sufficiently well to ensure good progress.
- School plans are sometimes insufficiently focused on the impact that actions are intended to have on improving teaching and pupils' outcomes.

## Full report

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Improve provision in early years to make sure children's outcomes are at least good by:
  - developing good leadership and management skills to check children's progress thoroughly
  - making sure the quality of teaching is at least good
  - ensuring that the quality of outdoor provision meets the needs of children in each year group.
  
- Further improve the quality of teaching across Years 1 to 6 to strengthen pupils' outcomes by:
  - managing the work of teaching assistants more effectively to make sure pupils are making good progress
  - providing incisive feedback to challenge pupils, particularly the most able, to deepen their learning
  - developing pupils' independence in learning so that they contribute strongly to their progress at all times.
  
- Increase the impact of leadership and management by making sure that plans for improvement clearly identify the impact that actions will have on improving teaching and outcomes for pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- Senior leaders and governors have ensured that the quality of teaching and outcomes have improved since the last inspection. Their actions have led to teaching, outcomes and behaviour across the school being good.
- Leaders have high expectations and are ambitious for all pupils. Staff are proud to be members of the school and are united behind a clear vision that nothing but the best will do for the pupils. Leaders have a determined and successful approach to ensure equality of opportunity and ensuring that any discrimination, should it occur, is eliminated
- Senior leaders and subject leaders make a strong contribution to improving teaching and learning. They are highly skilled and use a wide range of information to determine the quality of teaching. Relentless checking of teaching and the use of astute support, when necessary, make sure that it is at least good.
- Leaders have an accurate view of how all groups of pupils are achieving across Years 1 to 6. As a result, pupils who are falling behind are quickly identified and appropriate support is provided to ensure that they catch up. This is not as effective in the early years provision.
- The systems to check the performance of teachers are thorough and are very effective in helping teachers and leaders to enhance their skills. The impact of training is checked regularly to determine whether it is improving teachers' practices. The school provides good opportunities for those staff wishing to take on leadership roles as 'emerging leaders'. Senior leaders allocate responsibilities to them and support them in developing their skills.
- Newly qualified teachers benefit well from training that is made available to them by the trust. The bespoke support available to them in school, from subject leaders and Key Stage leaders, is enabling them to help pupils make good progress and learn well.
- The school's improvement plan correctly identifies the main priorities and actions required to improve the school. Actions are leading to improvement. However, plans lack clear criteria by which success can be measured precisely in terms of improvements to teaching and pupils' outcomes. Governors agree that a sharper focus in improvement plans would help them further in their challenge and support role.
- The curriculum makes a strong contribution to pupils' learning and their personal development, behaviour and welfare. There is a wide range of subjects which contribute very effectively to pupils' good progress in reading, writing and mathematics. Highly structured schemes of work offer good guidance to teachers and help them to plan interesting tasks to support pupils' engagement in learning.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils enjoy singing, playing musical instruments and participating in the large number of clubs available. Some parents indicated they would like even more clubs if possible. Children speak about their religions in assembly and participate in visits to places of worship. Pupils understand what makes a good citizen and are developing a good sense of life in modern Britain. For example, they take part in 'courtroom drama' in lessons, visit the City Hall and receive visits from local councillors to support their good understanding of democracy.
- The primary school physical education and sports funding is used well. The school is clear that the grant is supporting improvements in attendance as pupils are keen to be involved in sport. The funding has increased participation in sport, strengthened competitive sport and widened the range of sports on offer. It has also supported teachers' skills in teaching physical education. Pupils have been trained as sports leaders and use their skills to help children in early years to ride bikes. The school is successful at sport. Pupils are especially proud of their girls' football team, who are Sheffield City Champions.
- The pupil premium funding is used very effectively as it has strengthened the outcomes for disadvantaged pupils. Disadvantaged pupils at the end of Year 6 in 2015 made at least similar progress to non-disadvantaged pupils nationally. The school uses the funding to provide additional support for disadvantaged pupils, a free breakfast club and a wide range of additional activities for pupils. Additional provision is given during holidays such as 'booster groups' and non-academic activities such as circus skills and cooking days. The school is open for 50 weeks in the year and staff are available to give pupils support in this time.
- The local authority works closely with Tapton School Academy Trust to check the progress of the school and broker additional support for the school when necessary. The trust organises regular meetings for teachers and leaders to share best practice and to learn from each other. The school is at the stage where it shares its own best practices to help other schools to develop and is no longer simply a recipient

of support. The local authority and the trust have given good support to the school to ensure that its overall effectiveness has improved considerably.

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

- Governors visit the school regularly to check on its progress. The governing body is also the governing body of two other schools across the trust. This is strengthening their expertise and experience in challenging and supporting leaders at Southey Green. Governors are well aware of the strengths of the school and how it can improve further. They are very capable in analysing the performance of the school in the context of national information.
  - Governors check the funding of the school and ensure that resources are allocated effectively. They check the impact of the pupil premium funding for disadvantaged pupils and know that across the school these pupils are making good progress. Governors understand the arrangements linking teachers' performance to pay and challenge any underperformance should it occur. As a result of their challenge and support the school has improved.
- The arrangements for safeguarding are effective. Staff are appropriately trained and vigilant. Leaders work with several partners, external agencies and parents to ensure that pupils are safe. Governors check the quality of the school's work in safeguarding children and know that it is secure. The safety and safeguarding of children attending the school's breakfast club is secure.

### **Quality of teaching, learning and assessment** is good

- Leaders' determined efforts have improved the quality of teaching. There has been considerable change in staffing since the previous inspection and a strong emphasis on developing good teaching with the support of the trust. As a result, teaching across Years 1 to 6 is good and supports pupils' good outcomes and good personal development, behaviour and welfare.
- Teachers use exemplary work and high-quality classroom displays to set high expectations. As a result, high-quality handwriting and good presentation of work are key features across the school. The care and attention that pupils give to their work is helping them make good progress.
- Teachers plan work that is well matched to pupils' needs and abilities. They use the school's subject guidance to develop interesting tasks that motivate pupils to learn well. Consequently, pupils are keen to learn and they make good progress. Occasionally, some pupils do not persist with more challenging work and wait for adult support rather than taking the opportunity to develop their own learning; this slows their progress and development.
- Teachers use good questioning skills to involve pupils in thinking deeply about what is being learned. They give pupils time to respond fully and use pupils' responses to strengthen the understanding of others and to clear up any misunderstanding.
- Pupils' work is assessed quickly in class. Those who might be falling behind or who have misconceptions are supported well. Good subject knowledge enables teachers to adjust their approach to topics and to use a variety of strategies to help pupils make good progress.
- An analysis of pupils' work showed that marking and feedback are regular and follow the school's policy. Teachers focus strongly on the accuracy of English grammar, punctuation and spelling which helps pupils produce high-quality writing. However, feedback from marking is not consistently challenging pupils, particularly the most able, to think deeply about their work and produce high-quality responses that lead to outstanding progress.
- Across many subjects there are good opportunities for pupils to develop their reading skills and to write extensively. Also, there are appropriate opportunities for pupils to apply their mathematical skills across a range of subjects.
- Teaching assistants are well respected and make a good contribution to pupils' learning in class. They are clear about what is being taught and give good support to pupils across a range of abilities. Occasionally, when teaching assistants are asked to teach small groups outside the classroom, teachers do not support the assistants well enough to ensure that pupils make good progress.
- Staff manage behaviour consistently well. Good relationships between adults and pupils feature strongly across the school.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. The personal, social and health education programme, assemblies and work across a wide range of subjects contribute well to pupils' understanding of how to stay safe and keep healthy.
- Pupils told inspectors that they enjoy school and they are safe. They said that 'teachers are very approachable' and 'they really do care about you'. Pupils are clear about how to adopt safe practices when working with technology and using the internet.
- Pupils are very clear about what constitutes bullying and are confident that the school does not tolerate it and takes effective action should it occur. They say bullying is rare and records confirm this.
- Pupils listen to others' opinions well and show great respect for each other. They are polite, courteous and welcoming to visitors. Pupils hold doors open for adults and, when coming into school after break and lunchtime, some pupils take responsibility to hold doors open so that there is 'free flow' along the corridors to help pupils get to class quickly and safely.
- Pupils are smart in their uniform and are proud of their school and the work they do. They get on well together in class and around the school.
- There are good opportunities for pupils to accept posts of responsibility. Pupils say they enjoy being 'eco-warriors', school librarians and 'reading buddies'; these are older pupils who listen to children read in early years and Key Stage 1.
- Pupils vote for their school council and this is a good introduction to democracy. They know their views are listened to by adults. Pupils are proud of the work of the council in helping to design the playground climbing frame and improving the school library. They are generous in supporting the work of charities.
- The guidance pupils are given and the responsibility they readily take on give them a good understanding of British values and prepare them well for life in modern Britain.
- Inspectors found pupils to be confident in engaging in discussions with adults and giving their opinions about the school. Pupils said that they are supported well in class by both their teachers and teaching assistants. Occasionally, inspectors noted that pupils are too quick to seek the support of adults to help them with their learning rather than persevering to strengthen their own learning.
- School leaders have highly effective systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. The school's 'Nurture Room' provides excellent support for pupils who require additional support to engage with school work.
- Parents and staff are very confident that children are safe and well cared for in school.

### Behaviour

- The behaviour of pupils is good.
- The school is a calm and welcoming place in which children manage their conduct well both inside and outside the classroom. Pupils know what is expected of them and behave well as they know they have a part to play in contributing to their good learning.
- Pupils work well together in class and enjoy rewards for good work and contribution to school life. They value their 'Golden Time' which is earned for good behaviour.
- Staff are vigilant in checking pupils' attendance and, as a result, it is improving year on year. The number of pupils regularly absent is reducing.
- The school uses a wide range of effective strategies including rewards for good attendance. They employ an education welfare officer to reduce absenteeism and have the support of 'Commando Joe', members of the armed services, in working with pupils to raise their self-esteem and improve attendance. Although improving, attendance remains below average.
- Pupils told inspectors that behaviour has improved considerably over time, and that it is good. They are clear that a very small number of pupils who need to improve their behaviour have to work with the 'inclusion team' to make sure their behaviour improves. Pupils have great confidence in the work of the 'inclusion team' and records show that behaviour is improving strongly for individuals who have to work with them.
- The school environment is well cared for and is litter-free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Staff, and most parents, believe behaviour is good.

## Outcomes for pupils

are good

- Since the previous inspection, outcomes have improved quickly across the school and are now good.
- At the end of Key Stage 2, pupils made overall progress that was well above average because of the strong teaching they received in Years 5 and 6. Even so, pupils' progress was not strong enough to make sure that attainment was close to average in reading, writing and mathematics. Attainment in English grammar, punctuation and spelling was broadly average as teachers are meticulous in checking this area of work. At the end of Key Stage 1 in 2015 pupils' attainment improved strongly but still remained well below average in reading, writing and mathematics.
- Inspectors' analysis of current pupils' work in English, mathematics, science, history and geography shows that standards of attainment are rising in Key Stages 1 and 2. They are closer to average than in previous years. Pupils are making good progress in developing their knowledge, skills and understanding in these areas. A small amount of inconsistency is evident in the quality of pupils' work but, overall, it shows good progress across subjects.
- Across the school, the most-able pupils are making good progress. However, an analysis of work showed that there are occasions when they are not challenged sufficiently to deepen their understanding and reach the very highest standards. The most-able pupils go to a local secondary school in the trust to experience secondary school teaching in history and geography.
- Disadvantaged pupils, by the end of Key Stage 2 in 2015, made better progress than non-disadvantaged pupils in school and nationally. Disadvantaged pupils' attainment was higher than that of others in school and attainment gaps narrowed when compared to other pupils nationally. This is because of the very effective way in which the additional government funding for these pupils is used.
- Work analysis shows that disadvantaged pupils, across the school, are making good progress, as are other pupils, and attainment is improving.
- Pupils who have special educational needs or disability made similarly strong progress to others in school at the end of Key Stage 2 in 2015. This is because leaders identify their needs clearly and provide good support to help them learn well. Across the school, there is some inconsistency in progress for these pupils, but leaders are clear about this and are supporting learning in these areas very well. The school's 'nurture provision' provides exemplary support for those pupils with highly complex needs.
- The school is promoting reading well. There are weekly sessions for each class in the school's new library facility and pupils are encouraged to read regularly at home. Pupils say they enjoy reading. An inspector listened to pupils in Years 2 and 6 reading and found that they were keen to read. Pupils in Year 2 were eager to show the inspector how they used computers to improve their reading and check their understanding. In the most recent screening check for reading at the end of Year 1 the very large majority of pupils reached the expected standard.
- Across the school there is a very effective programme of guided reading which is developing children's interest in reading. A range of classic novels such as 'Count Dracula' and other books support children's enjoyment of reading. When necessary, pupils receive additional support to strengthen their reading skills. The most-able pupils are receiving extra support to help them reach the highest standards in reading. Pupils and staff enjoyed celebrating World Book Day on the second day of the inspection.

## Early years provision

requires improvement

- Over time, the effectiveness of leadership and management requires improvement. For a year, the school found it difficult to recruit a permanent leader for the early years provision. During this time, interim arrangements were made, but these did not lead to good leadership and the quality of teaching was not supported strongly enough to ensure good progress for children.
- The quality of teaching requires improvement as it is not consistently good. For example, some good learning was seen when adults were supporting children's learning in small groups. However, this is variable across the provision and children's progress, overall, requires improvement.
- In Nursery and Reception, leaders have not established a thorough system for monitoring the progress of groups of children. This results in leadership not being well informed about whether the actions they are taking are improving outcomes for groups of children, particularly disadvantaged children, and children who have special educational needs or disability. The progress of individual children is identified well.
- For two-year-olds, outdoor learning is not always available for children, and this can result in some children's needs not being met. In Nursery and Reception, outdoor provision is not planned well enough

to provide experiences that help children progress well in their learning and development.

- In 2015, children made the progress expected of them in Nursery and Reception and at the end of Reception their attainment remained below average. There is still more to do to ensure that children make good progress to be well prepared for Year 1, particularly disadvantaged children.
- The new leader, appointed in January 2016, has a clear understanding of where improvements need to be made. Although there are early signs of improvement, there is still more to do to ensure that teaching and outcomes are good.
- Children settle well into the early years provision, including those in the provision for two-year-olds. They benefit from a stimulating and engaging environment. Staff members have a nurturing approach to the children in their care.
- Behaviour in early years is good. Staff teach children to share, cooperate with each other and show respect for each other and adults. The development of personal, social and emotional skills is a focus for early years children as these skills are below those found typically on entry. Children make good progress in these skills as they benefit from a caring environment and good modelling by adults.
- Children start Nursery with skills that are below, and sometimes significantly below, those found typically. Communication and language skills are particularly low. The early years pupil premium funding has been used to support children in developing language and communication so that a wide range of resources are available as well as speech and language therapy.
- Children's spiritual, moral, social and cultural development is good, with a range of visitors supporting social and personal skills. For example, children in the two-year-old provision sit and snack together to develop social skills, meal etiquette and the correct modelling of how to use cups and basic cutlery. In Nursery, a dental hygiene specialist visits to promote the cleaning of teeth and brushing is regularly encouraged by staff.
- Parents are kept well informed about the skills their children are developing. They are invited to stay for a short time each morning to support their children's learning as well as engaging in 'maths mornings'.
- Children are well looked after. Safeguarding is effective and all of the appropriate welfare requirements are in place for early years children.



## School details

<b>Unique reference number</b>	139133
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10008147

This inspection 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>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	735
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Burkinshaw
<b>Headteacher</b>	Barry Stevens
<b>Executive Headteacher</b>	Angela Lant
<b>Telephone number</b>	01142 326879
<b>Website</b>	<a href="http://www.southeygreen.org">www.southeygreen.org</a>
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<b>Date of previous inspection</b>	24 September 2014

## Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above average; it is almost three times the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs or disability is well above average.
- The proportion of pupils with a special educational needs statement or an education, health and care plan is below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Children start early years with part-time provision in the school's two-year-old nursery at Lindsay Nursery School. Children from three years of age have part-time education in Southey Nursery, on the main school site. In Reception, children receive full-time education.
- The school holds the Primary Science Quality Mark, silver award.
- The school is a sponsored academy. It is sponsored by Tapton School Academy Trust.
- The headteacher took up his permanent post on 1 February 2015; after the previous inspection. An executive headteacher works with the school two days each week.
- There have been significant changes to staffing and leadership since the previous inspection.



## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the school. Also, throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of pupils' books with senior leaders.
- An inspector held meetings with the Chair of the Governing Body and two other governors. Inspectors also held meetings with senior leaders and other staff. An inspector held a meeting with a representative of the local authority and the chief executive officer of the Tipton School Academy Trust.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 25 questionnaires completed by staff. There were no responses to the online questionnaire for pupils. Inspectors analysed the 52 responses to the Ofsted online questionnaire for parents (Parent View). They also analysed a school questionnaire completed by parents.

## Inspection team

James McGrath, lead inspector	Ofsted Inspector
Julia Foulger	Ofsted Inspector
Helen Hussey	Ofsted Inspector
Paul Plumridge	Ofsted Inspector

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