

Southcoates Primary Academy

Southcoates Lane, Hull HU9 3TW

Inspection dates

23–24 May 2017

Overall effectiveness	Good
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	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Since the opening of the academy, leadership has focused strongly on strengthening the quality of teaching to improve pupils' outcomes. As a result, teaching and pupils' outcomes are now good.
- Astute use of professional development for staff has resulted in good teaching and good leadership. The trust makes a good contribution to strengthening staff's expertise.
- Teachers plan interesting tasks that engage pupils well. Consequently, pupils make a good contribution to their own learning.
- Pupils said that they are safe and enjoy school. They are courteous, polite and respectful to each other and to adults.
- Overall, teachers' expectations are high. Occasionally, work set is not challenging enough, particularly for middle-ability pupils.
- Sophisticated systems for tracking pupils' performance are used skilfully by leaders to identify pupils who might be falling behind. Swift action is taken to strengthen pupils' progress when this occurs.
- Children make good progress in early years because of good teaching and leadership. More rapid progress is required for disadvantaged children to attain better.
- Governors and the trust make a good contribution to the school's improvement. They, along with leaders, are ambitious for the pupils.
- Leaders, including middle leaders, use a wide range of information to check the quality of teaching accurately. The impact of teaching on pupils' progress is not always clearly linked by middle leaders to strengthen teaching further.
- Pupils' attendance remains below average, although there are signs of improvement.
- Teachers focus well in English on improving pupils' spelling. However, inaccuracies in spelling in subjects other than English are not addressed consistently well.
- Pupils' spiritual, moral, social and cultural development is promoted well. However, there are few opportunities for pupils to have first-hand experience of other cultures.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to strengthen pupils' outcomes further by ensuring that:
 - work set is appropriately challenging for all groups of pupils, particularly middle-ability pupils
 - greater opportunities are provided for pupils to apply their mathematical skills across a wide range of subjects
 - accurate spelling is promoted across all subjects, as it is in English.
- Further increase the rates of progress for disadvantaged children in early years.
- Increase the impact of leaders and managers by:
 - ensuring that middle leaders are skilled in linking gains in pupils' knowledge, skills and understanding to the quality of teaching
 - making sure that overall attendance is at least average
 - providing greater opportunities for pupils to have first-hand experiences of other cultures.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, governors and trust are ambitious for the pupils. Since the opening of the academy, they have had an unwavering commitment to improving the quality of teaching to strengthen pupils' outcomes. Staff are supportive of the changes that have been made to improve their work and morale is high. Consequently, the overall effectiveness of the school is good.
- Systems for checking the performance of staff are thorough. Professional development for teachers is identified, and there is good support from the trust in meeting the school's needs. Over time, teaching and pupil outcomes have strengthened and are both good.
- Leaders have an accurate understanding of the school's strengths and systematically tackle areas for improvement. Pupils' reading has been a focus this year and it has improved strongly. Well-honed systems are in place to check the progress of all groups of pupils and for leaders and staff to identify quickly pupils who need additional support to boost their learning.
- The quality of teaching is checked regularly, using a wide range of information. Middle leaders play their part well in supporting senior leaders in establishing an accurate view of teaching. However, they are not highly focused on linking gains in pupils' knowledge, skills and understanding to improve the quality of teaching even further.
- The curriculum makes a good contribution to pupils' learning. There is a good focus on developing pupils' reading, writing and mathematical skills through good teaching and additional support for some pupils. The most able pupils benefit from extra time working together in mathematics and English. Pupils enjoy educational visits to local attractions, museums and visits to London, which contribute to their writing and other subjects. There is a range of extra activities, such as cooking club, guitar club and a construction club.
- The curriculum makes a good contribution to pupils' personal development, behaviour and welfare, and pupils' spiritual, moral, social and cultural education is promoted effectively. Visits to the local church, assemblies, visits from theatrical groups and opportunities to work together support pupils well. There are opportunities for pupils to learn about life in Britain and across the world to prepare them to be good citizens. However, there are few opportunities for pupils to have direct experience of other cultures to strengthen their understanding of life in different communities.
- The primary school physical education and sport funding is used well. Pupils are keen to be active and to engage in rounders, gymnastics, orienteering and football. The school is further strengthening competitive sport through internal and out-of-school competitive sporting opportunities.
- The additional funding for disadvantaged pupils is used well. Subsidised trips and visits ensure that these pupils engage fully in the life of the school and the additional support they receive. Additional teacher staffing for reading and mathematics supports the good outcomes for these pupils.
- The work of the trust has had a good impact on improvements in the school. It has

provided coaching support for middle leaders and teachers and reviewed the school's effectiveness with senior leaders and governors. Professional development opportunities are provided in school and at other venues and this has assisted the principal in strengthening teaching. The trust has created opportunities for staff to share practice with other schools and to bring good practice back to the school to strengthen learning.

Governance of the school

- Governors are making a good contribution to the leadership of the school. They are perceptive and know the school well. They receive clear reports from the principal and supportive information from the trust. Governors ask challenging questions about the working of the school. They are clear about how teachers' performance links to pay and the progress that pupils make.
- Governors check the school's finances and are well informed about the spending of pupil premium funding and funding for pupils who have special educational needs and/or disabilities. They check the impact of the funding against pupils' progress and against whether pupils' needs are being met. Governors meet with the safeguarding leader to make sure that systems are effective. They have supported the introduction of computerised systems to supplement the school's manual systems.

Safeguarding

- The arrangements for safeguarding are effective. Staff are vigilant and know what they should do if they have any concerns about children's welfare. Governors and leaders make sure that all adults on the site are appropriately checked to ensure that they are suitable to work with children.
- Child protection training for staff and governors ensures that they are knowledgeable and up to date in terms of the most recent guidance and legislation. The school works appropriately with external agencies and engages parents in ensuring that their children are kept safe. The school's record-keeping for the most vulnerable pupils is meticulous and identifies actions taken to secure children's safety.

Quality of teaching, learning and assessment

Good

- The principal's relentless focus on checking teaching and providing very effective training for staff has led to teaching being good overall.
- Teachers plan interesting work for pupils, and this leads to good engagement from pupils. High expectations are the norm, and pupils respond well by presenting their work well. Teachers' explanations are clear and pupils set to work quickly and with purpose.
- Teachers' good subject knowledge and their good assessment of pupils' work enable them to set challenging work for pupils that is appropriate to pupils' abilities. Pupils benefit well from work that is increasingly challenging, especially the most able pupils. However, there are occasions when work set for middle-ability pupils is not challenging enough and, very occasionally, too challenging for the least able. As a result, progress

slows.

- In class, pupils' work is checked regularly and misconceptions are dealt with quickly to support pupils' good learning. Marking of pupils' work and teacher feedback in pupils' books follow the school's policy. Pupils respond well to the feedback given and improve their work.
- An analysis of pupils' work showed good opportunities for pupils to write at length in a wide range of subjects. Great care is taken to ensure that pupils' spelling is accurate in English books, but sometimes inaccuracies in spelling are not picked up in other subjects, and this impacts on the overall quality of written work in other subjects.
- Teachers plan many opportunities for pupils to use their reading skills across the curriculum. In mathematics, for example, teachers encourage pupils to use their reading skills to identify the most important information when they are tackling written problems. However, checks on pupils' workbooks showed that there are few occasions when pupils are encouraged to apply their mathematical skills in a range of subjects.
- Good relationships and mutual respect exist between pupils and adults. Consequently, lessons flow smoothly and pupils appreciate the help and advice that they get from their teachers and teaching assistants.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions well and show respect for each other and for adults. They are polite, courteous and welcoming to visitors. Some hold doors open for each other and for visitors. Pupils are proud of their school and take pride in presenting work well, although occasionally presentation could be strengthened.
- Pupils are confident in expressing their views and there are good opportunities for them to do so. Pupils vote for their school council and this is a good introduction to democracy. The school's work in lessons and assemblies is preparing pupils well to take their place in modern Britain.
- Pupils are clear about what constitutes bullying and said that it is infrequent. School records confirm this view. Pupils are confident that the school does not tolerate it and that it takes effective action should it occur.
- Pupils told inspectors that they enjoy school and that they are safe. They are clear about how to adopt safe practices when working with technology and using the internet. Pupils know that they should not respond to unknown email contacts and must inform their parents or teachers if this happens. Some pupils, 'digital leaders', have presented their understanding of how to stay safe when using the internet to groups of parents.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They are very active at break and lunchtime. A good range of visitors from the local police, fire brigade and other agencies promotes good personal development and welfare. Pupils contribute to local charities and collect for both national and

international charities.

- School leaders have very effective systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. The school provides opportunities for pupils to discuss their emotions and to share any problems or worries that pupils might have. There are safe procedures in place to ensure children's safety at the school's breakfast club. Children said that they enjoy attending.
- Parents and staff are very confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves very well around the school, moving quietly, safely and quickly to and from class. They line up in an orderly manner at the end of break and make their way quickly to lessons. Pupils play well together at break and lunchtimes.
- In class, behaviour is good. Pupils cooperate well with each other, their teachers and other adults. Pupils' attitudes to learning are good and they are keen to learn, especially when they are appropriately challenged by the work set. Very occasionally, pupils can lose concentration, although they tend not to interrupt others.
- There have been improvements in attendance because of the tenacity of staff and leaders in following up on absence, including the use of home visits and legislation when attendance is not improving quickly. This year, bouts of illness have affected stronger improvements in attendance. In particular, there are signs of improving attendance for disadvantaged pupils and those who have special educational needs and/or disabilities. However, attendance is below average, and further work has yet to be done with parents to ensure good attendance overall.
- The school is a calm, orderly environment and is litter free. Interesting educational displays and displays of pupils' work are well respected by pupils.
- Pupils said that they believe behaviour is good. Parents and staff are confident that behaviour is good.

Outcomes for pupils

Good

- Since the opening of the academy, the progress that pupils have been making has strengthened because of improving teaching. Consequently, inspectors found that pupils are making good progress in reading, writing, mathematics and a wide range of subjects.
- Over time, published information for those pupils leaving school at the end of Year 6 shows better improvements in writing and mathematics than in reading. The school has adjusted its teaching of reading, and pupils' progress has strengthened quickly. Inspectors noted that writing and mathematics have continued to improve and progress is good in these subjects and in reading.
- The most able pupils are challenged well by the work set for them, as teachers' expectations are high. These pupils, including the very few who are disadvantaged, make progress that is the same as that of similar pupils in other schools. They attain

well in reading, writing and mathematics. Inspectors' analysis of current pupils' work showed suitable challenge for these pupils.

- An analysis of current pupils' work across the school showed good progress overall in reading, writing and mathematics. Inspectors noted that pupils are being challenged well by the work set for them. However, for middle-ability pupils, work set is not consistently challenging enough for pupils to deepen their learning and attain at the very highest standards in key stages 1 and 2. School information indicates that more pupils are set to reach the highest standards at the end of key stages 1 and 2 this year than in previous years.
- The progress of disadvantaged pupils has strengthened over time. Additional teaching staff, appointed from September 2015, have strengthened the teaching of disadvantaged pupils and also meet the needs of others better. Progress for disadvantaged pupils is increasing, and an analysis of their work shows diminishing attainment gaps in comparison to others.
- Those pupils who have special educational needs make effective progress over time. Recent staff training has strengthened the quality of teaching for these pupils, and there are clear signs of better progress for these pupils. Leaders make sure that these pupils, including some pupils who have complex needs, are integrated well into mainstream classes and they are supported well.
- The quality of reading is improving across the school and current progress is good. From early years, phonics skills are being used well and pupils are enthused by reading. Over time, the proportion of pupils reaching the expected standard in the check for reading by the end of Year 1 has been improving and is set to be average this year. Across the school, there are regular opportunities for pupils to use the two well-stocked libraries, and there are daily reading sessions. Reading at home is promoted well. In school, comprehension work is strengthening pupils' understanding of what they are reading.

Early years provision

Good

- Children are safe and happy because of the secure procedures that exist in the early years provision. Relationships are strong and lead to children settling quickly and benefiting well.
- Most children enter the provision with skills that are below those typical for their age and others significantly below. Good teaching ensures that, across the provision, children are making good progress from their starting points, and skills in reading, writing and mathematics are developing well. The teaching of phonics is very effective and is used to support children's good progress in reading and writing.
- Leadership is good and determined to make the provision even more effective than it is currently. The leader of early years and the Nursery teacher have created a unified team of staff members who share the same passion for making sure that the children receive a good education.
- The leader of early years makes sure that teaching is checked regularly. Professional development for staff is clearly identified and made available through the trust and partnerships with other schools. Those children entering the provision with skills that

are significantly below typical benefit well from recent staff training to support their needs.

- Over time, the proportion of children attaining a good level of development has been increasing because of improvements to teaching and to the indoor and outdoor facilities. The environment is of a very high standard with exciting opportunities both indoors and outdoors. The environment promotes good learning, with busy children working together. The provision is a safe and happy place to be where children thrive and prosper and make a good start to their education.
- Children's progress is continuing to improve. This year, the proportion of children attaining a good level of development is set to be broadly average and some children exceed the early learning goals. The leader's aspiration is to make sure that more children attain and exceed the early learning goals.
- From lower starting points than others, the attainment gap between disadvantaged children and others nationally is diminishing over time, because they make good progress. However, their attainment still remains behind others nationally, and more rapid progress is required to make sure that they attain as well as others.
- Teachers' assessment of children's needs is accurate. Children are keen and eager to learn because of the well-planned activities that take into account their interests. The curriculum makes a good contribution to children's learning and personal development, behaviour and welfare. Children are confident with adults and play well together. Throughout Nursery and Reception, children develop good skills in working and learning together. They behave safely and enjoy the healthy food that is made available to them. There are good opportunities for children to share and express their ideas and so make good progress in developing their language and listening skills.
- Parents are very positive about the provision for their children. They value the high-quality information provided for them to support their children's learning at home.
- All the appropriate welfare and safeguarding requirements are met in the provision.
- Children are well prepared for their learning in Year 1.

School details

Unique reference number	140849
Local authority	City of Kingston upon Hull
Inspection number	10031936

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The Enquire Learning Trust
Chair	Jack Harrison
Principal	Edward Chamberlain
Telephone number	01482 701407
Website	www.southcoatesacademy.co.uk
Email address	admin@southcoates.hull.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The academy was opened on 1 June 2014 when it joined the Enquire Learning Trust. When its predecessor school, Southcoates Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The school is larger than the average-sized primary school.
- There are more girls than boys in the school.
- The proportion of disadvantaged pupils supported through the pupil premium is well above the national average. It is double the national average.
- Most pupils are White British. Very few pupils speak English as an additional language.

- The proportion of pupils who have support for special educational needs and/or disabilities is average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- In the early years, children have part-time education in the Nursery and full-time education in Reception.
- The school manages a breakfast club for pupils.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons, one of which was observed with the headteacher.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about their learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held a meeting with the chair of the governing body and one other governor.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors visited the school's breakfast club.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 11 responses to the online questionnaire for parents, Parent View, 19 responses to Ofsted's staff questionnaire and 14 responses to Ofsted's pupil questionnaire.
- Inspectors spoke with parents at the start and end of the school day.

Inspection team

Jim McGrath, lead inspector	Ofsted inspector
Heather Mensah	Ofsted inspector
Adrian Fearn	Ofsted inspector

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