

Inspection of South View Community Primary School

Postland Road, Crowland, Peterborough, Lincolnshire PE6 0JA

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this school?

Pupils are proud of their caring school. They have good attitudes to learning and want to do their best. Their behaviour in lessons and around the school is good. Pupils act sensibly and politely. They only lose focus in lessons when work does not meet their needs well enough.

Children say the school is a great place to be. They feel safe, enjoy coming to school and would recommend it to other pupils. They know what to do if they are worried about any kind of bullying. They know that staff are there to help. The staff are very caring and create a place where pupils want to spend their day.

Pupils contribute positively to the community. They completed a sponsored '10 miles in 10 days challenge' to raise money to support the local abbey. Pupils enjoy meeting and talking to senior citizens and have litter-picked to ensure that their neighbourhood is a pleasant place to live.

Leaders have not thought carefully enough about how the curriculum is sequenced to support learning. Sometimes, pupils do not achieve as well as they should. Pupils try hard during lessons but teachers need to be clearer about the knowledge they want pupils to learn.

What does the school do well and what does it need to do better?

Staffing stability is helping the school to improve the quality of teaching. This has also helped senior leaders to create a new leadership structure. Leaders have shared areas of responsibility thoughtfully across the staff. Leaders are now able to bring about improvements more effectively. Governors are effective at holding them to account for their work.

Leaders have made some improvements to the way the curriculum is organised. This work is at an early stage. The quality of learning in many subjects varies. The curriculum is not strong in all subjects. Teaching is not always well sequenced, for example in mathematics. Leaders have not made clear exactly what they want the pupils to learn or how pupils' understanding will build each year. Therefore, pupils do not always remember their learning as well as they could. The work set for pupils does not always meet their needs.

Leaders make sure that there is a strong focus on reading. The teaching of phonics is well sequenced and builds pupils' knowledge over time. The phonics leader makes sure that adults receive effective training and guidance. Staff have a consistent approach. They use 'sound buttons' and pure sounds to support pupils' learning. Leaders make sure that there is targeted support for pupils who are falling behind. Occasionally, staff do not match pupils' books to the sounds they know.

The governing body is very committed to the work of the school. A detailed plan shows when governors meet leaders and what they will check. The governors use

their wide range of skills and experiences to support and challenge school leaders. This is putting the school in a good position to improve further.

The school provides a broad range of wider learning opportunities. 'Mini-police' and the school council help pupils to develop leadership skills. The religious education curriculum gives pupils a secure knowledge and understanding of different faiths. The learning mentor is held in high regard by pupils. Pupils are very positive and say things such as 'We always leave her room with a smile on our face.'

Leaders and teachers watch for pupils who fall behind. They provide effective support and are good at identifying pupils with special educational needs and/or disabilities (SEND). Leaders provide extra help to ensure that pupils can catch up.

Children have good attitudes to learning and behave well in the school. Leaders, teachers and support staff have created a place where children are positive and confident and want to do their best.

The provision in the early years is good. Leaders have a clear and ambitious vision for what they want for the children. The curriculum is designed around children's needs and interests. Staff understand children's learning and development well. Children are happy, resilient learners. They are willing to take risks and 'have a go'. The setting offers a wide range of exciting and meaningful activities inside and outside the classroom. Adults are well trained and very positive, which leads to strong relationships. Leaders have made partnerships with parents and carers a priority.

Safeguarding

The arrangements for safeguarding are effective.

There is a secure culture of safeguarding. Leaders ensure that all recruitment checks are carried out. Staff training is up to date and adults are aware of the reporting procedures and of the signs that there may be a concern about a pupil. Pupils are clear on how to share their worries. Dedicated staff work effectively with families and children. They record all concerns raised about a pupil. Some recommendations to further improve record-keeping were made during the inspection.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to develop the curriculum is in its early stages. In some subjects, including mathematics, leaders have not planned the specific knowledge they intend pupils to learn and remember over time. As a result, pupils' achievement varies in different subjects. Leaders need to ensure that teachers are clear on the knowledge that pupils will gain at each stage of their learning and ensure that this knowledge builds progressively over time.

- Sometimes, teachers do not use information about pupils' learning to provide appropriate learning opportunities or to check what pupils remember and what they have learned. Consequently, pupils do not achieve as well as they should. Leaders need to ensure that teachers have the expertise they need to assess pupils' learning effectively and ensure that work matches the needs of pupils more closely.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120406
Local authority	Lincolnshire
Inspection number	10110042
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	373
Appropriate authority	The governing body
Chair of governing body	Paul Weston
Headteacher	Joanne Tomlins
Website	www.southviewprimary.co.uk/
Date of previous inspection	21–22 June 2017

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- To evaluate the quality of education, we looked in detail at reading, mathematics, physical education, art, and design and technology. This included discussions with subject leaders, teachers and pupils, visits to lessons with leaders and scrutiny of a sample of pupils' work.
- We spoke with a range of pupils. We observed pupils across the school day, including at lunchtime. We considered the 40 responses to Parent View, Ofsted's online questionnaire, and other responses. We considered the 28 responses to the online staff questionnaire and the 39 responses to the pupil questionnaire.
- We met with the chair of the governing body and a representative from the local authority. We also met with several school leaders, including those with responsibility for different curriculum areas and the provision for pupils with SEND. We looked at a range of documents, such as the school's plans for improvement.

Inspection team

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