

Inspection of Southfield Park Primary School

Long Grove Road, Epsom, Surrey KT19 8TF

Inspection dates: 10 and 11 January 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils learn that their ideas and opinions are valued in this school because leaders act on them. Leaders listen to the things that matter to pupils. The school council actively contributes to the running of the school. Recent school council meetings have influenced improvements to school meals and areas of the playground. Leaders provide many opportunities for pupils to take responsibility. Pupils act as anti-bullying ambassadors, well-being buddies and attend governing body meetings. In the local community, they visit senior citizens in residential care and raise money for World Mental Health Day.

Pupils are mature and considerate in their interactions with each other and the adults around them. Instances of poor behaviour or bullying are extremely rare. Teachers address bullying quickly and thoroughly when it does happen, and leaders' records show it is not repeated. Pupils learn the importance of looking after their health and well-being. They know how to keep fit through exercise and eating healthily, and how to stay safe in the local area and on the internet.

Pupils achieve well at Southfield Park because they rise to the high expectations their teachers have of them. Every pupil is given an opportunity to succeed at something. As a result, pupils build self-confidence and feel valued.

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

The new headteacher has brought a fresh eye to the curriculum, enabling staff to build on existing strengths. She works well with governors in pursuit of excellence for the school. Subject leaders attend local networks to build up their own expertise and coach staff to further develop their subject knowledge.

The curriculum is designed to ensure it covers what pupils should learn from the Reception Year through to Year 6. The new headteacher has, however, pinpointed that there is a great deal of content in each subject. As a result, there remains some work to do to confirm the most important knowledge pupils must retain. Leaders are identifying precisely what pupils must understand and remember at each stage so that teachers know what they are building on. English, mathematics and science are completed and pupils attain highly in these subjects. Leaders have already done much to refine the curriculum in other subjects so that pupils learn well. For example, in art, pupils learn to mix colours in Reception and by Year 4 can create mood and tone by using warm or cold colours. However, there are still some subjects where there is more work to be done.

Teachers have good subject knowledge across the curriculum, so they explain things clearly to pupils, for example how to draw proportion in art. Leaders plan interesting links between subjects to help pupils remember their learning. For example, in art and history, pupils consider how the designs created by William Morris were

influenced by events in the Victorian era. In some curriculum areas, such as mathematics, where teachers know exactly what to check, pupils' recollection of previous learning is secure. In these subjects, teachers use assessment well to identify if pupils are falling behind and support them to close gaps.

Leaders accurately identify any pupils' emerging special educational needs and/or disabilities (SEND). The curriculum is adapted so pupils with SEND learn the same topics as their peers. For example, in mathematics, topics are broken down into smaller steps and pupils have a wide range of resources to support their learning. Discussions in lessons recapping previous learning and visual reminders of recent topics support all pupils to learn new content securely.

Staff are expert in the teaching of early reading. Leaders have recently introduced a new scheme to make the teaching of phonics even more consistent. Pupils learn to read well and enjoy reading a wide range of books and talking about authors. They have many incentives to read often and are proud of their bookworm badges and certificates.

Leaders have high expectations of pupils' behaviour. Pupils learn consistent routines and expectations right from the start of the Reception Year. There is a strong feeling of mutual respect between pupils and staff. Pupils treat each other kindly, taking turns to speak in discussions and disagreeing politely if needed. Pupils mainly concentrate well in lessons but if they lose focus, teachers gain their attention again quickly.

Pupils are well prepared for life in modern Britain. They are taught to respect each other's opinions and value people for their differences. They know that looking after their mental health is as important as their physical health. Leaders create an inclusive environment in school by, for example, providing quieter areas at lunchtime for pupils who like to be calm.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained in different kinds of safeguarding matters and have frequent updates throughout the year. They constantly look out for signs that pupils might be at risk and know what to do if they have any concerns. Leaders record information carefully and make sure pupils get the right help.

Governors are knowledgeable about their safeguarding responsibilities. They work diligently with school leaders, carrying out visits to monitor the school's work in this area. Governors find out what pupils know about keeping safe and use this information to make further improvements in safeguarding.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not finished honing the curriculum in all subjects. As a result, pupils' learning is not as secure in some foundation subjects. Leaders need to continue their work to identify precisely what pupils must know and remember at key points to underpin new learning.

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 information from Ofsted Parent View 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.

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	133721
Local authority	Surrey
Inspection number	10256349
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Martyn Howarth
Headteacher	Lauren Clogg
Website	www.southfield-park.surrey.sch.uk
Date of previous inspection	25 February 2010, under section 5 of the Education Act 2005

Information about this school

- A new headteacher started at the school in September 2022.
- A new chair of governors has been elected to the governing body since the previous inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, deputy headteacher and assistant headteacher. The lead inspector also met with a representative from the local authority.
- Inspectors carried out deep dives into these subjects: early reading, mathematics, art, physical education and history. For each deep dive, the inspectors discussed

the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors reviewed the arrangements for safeguarding through scrutinising safeguarding records and holding discussions with leaders, staff and pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through Ofsted's online surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, attendance records and behaviour incident logs.
- The inspection team observed pupils' behaviour during lessons and at playtimes. They spoke with pupils about bullying, behaviour and leaders' expectations of pupils' behaviour.

Inspection team

Jo Brinkley, lead inspector

His Majesty's Inspector

Debra Mansfield

Ofsted Inspector

Stephen Jackson

Ofsted Inspector

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