

Inspection of a good school: Southwark Primary School

Park Lane, Old Basford, Nottingham, Nottinghamshire NG6 0DT

Inspection dates: 3 and 4 July 2023

Outcome

Southwark Primary School continues to be a good school.

What is it like to attend this school?

Southwark Primary School is an inclusive and caring school. Leaders are ambitious for all pupils to achieve well. They have high expectations for pupils' conduct. Most pupils enjoy school. They feel well supported and cared for. The school is calm and orderly. Teachers are quick to address any off-task behaviour. This ensures that pupils' learning is not disrupted. Pupils say that teachers are fair when dealing with any behaviour issues.

Pupils feel safe in school. They say that bullying happens occasionally. If it does happen, they are confident staff will deal with any issues. Most pupils are polite and courteous. There are lots of structured activities for pupils to do at lunchtime. These are well organised, and this ensures that pupils play well together.

Pupils have a range of clubs they can attend. Many pupils enjoy taking part in these. For example, they go to art club, multi-sports, football and athletics. All pupils do a 'mindful moments' session every day. This supports their well-being. Pupils can contribute to the life of the school in different ways. They can be on the student council, be a well-being warrior, a litter picker and a play leader. They enjoy taking on these responsibilities.

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

Leaders have ensured that there is an ambitious and well-planned curriculum in place. They have clearly identified the knowledge they want pupils to learn and when, in most areas. This supports teachers in delivering the curriculum well. In a few subjects, curriculum plans do not precisely identify the important content pupils should remember. In these subjects, it is not always clear how activities support pupils to learn key knowledge and skills. As a result, in these subjects, pupils do not learn as well as they could.

In lessons, teachers present new information clearly. They have good subject knowledge. They question pupils well to check that they understand what they have learned. However, in some lessons, the work set does not always help pupils to build on or deepen their understanding of what they have previously learned. This means that some pupils do not achieve as well as they could on those occasions.

Leaders have adapted the curriculum for mathematics and English to address gaps in pupils' knowledge and skills. This is having a positive impact. In mathematics, pupils develop their problem-solving skills well. In English, leaders have implemented a structured approach to developing pupils' reading and writing. Teachers clearly explain the knowledge and vocabulary pupils need in order to read and write well. This means that pupils' reading comprehension and their writing are improving.

Leaders have prioritised reading. From Reception onwards, pupils learn phonics. Staff are well trained. Leaders use assessment well to identify any pupils falling behind. These pupils get regular sessions to go over the sounds of which they are unsure. Older pupils who are still at the early stages of reading also have daily phonics sessions. This helps them to develop their fluency and confidence in reading.

Leaders accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Teachers receive clear guidance on how to meet the needs of these pupils. They adapt activities and resources so that pupils with SEND can access the curriculum and achieve well. Pupils with more complex needs get effective support and take part in lessons. This means they progress well from their starting points.

In the early years, leaders have ensured that the curriculum meets the needs of all children. Staff know the children well. They provide a supportive and nurturing environment. Children follow clear routines and engage well with activities. Staff ensure that children have many opportunities for their personal, social and emotional development. This means they are well prepared for key stage 1.

Most pupils have positive attitudes to learning. Teachers use praise and rewards well to reinforce positive behaviour. Carefully planned pastoral support helps pupils with specific needs to improve their behaviour.

Leaders promote pupils' personal development well. They ensure that pupils have a range of experiences, trips and visits throughout their time at school. This supports pupils' broader development. Pupils learn about different religions and cultures. They understand how to be healthy. They have a good understanding of fundamental British values. They know to treat others respectfully. This prepares them well for their next stage of education.

Staff say that leaders consider their workload and well-being. Governors and trustees know the school well. They fulfil their statutory duties. The trust provides effective support focused on the school's development priorities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of safeguarding in the school. Staff are well trained and know the possible risks pupils may face. Safeguarding records are clear and detailed. Leaders take swift action to ensure that any pupils and their families get the help they need. They work well with other agencies. They are tenacious in following up any concerns. Leaders know their pupils and families well.

Pupils know who they can speak to if they have any concerns. They are well cared for. Pupils learn how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, curriculum plans do not precisely identify the important content pupils should remember. This means it is not always clear how lesson activities support pupils' learning, because the key knowledge is not clearly set out. As a result, in these subjects, pupils do not learn as well as they could. Leaders should ensure that the curriculum clearly sets out the key knowledge they want pupils to learn, in all subjects. They should also ensure that teachers use this information to plan activities that support pupils to know and remember more.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2014.

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	137480
Local authority	Nottingham
Inspection number	10268871
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	667
Appropriate authority	Board of trustees
Chair of trust	Henrietta Robinson
Headteacher	Bernard Skirton
Website	www.southwarkprimary.net
Date of previous inspection	January 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is part of the Believe Academy Trust.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders in school.
- The lead inspector met with the chair of governors and members of the governing body and trust board.
- Inspectors evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead, reviewing a range of documents, including the school's single central record, and talking to staff and pupils.
- Deep dives were carried out in the following subjects: early reading; mathematics; science; and physical education. For each deep dive, the lead inspector discussed the

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

- The lead inspector spoke to leaders about other subjects in the curriculum, visited other lessons and sampled pupils' work in history and English.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes.
- The lead inspector considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The lead inspector met with the chief executive officer of the trust and other trust leaders.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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