

Inspection of Southbury Primary School

Swansea Road, Enfield, Middlesex EN3 4JG

Inspection dates: 11 and 12 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy in school. They behave well, work hard and get on well with each other. A higher-than-average number of pupils join the school at different times throughout the year. Everyone in the school welcomes these pupils warmly. This contributes to the school's friendly and inclusive atmosphere where all pupils are valued.

Pupils rise to their teachers' high expectations for learning. They achieve well across the curriculum. Pupils said that one of the best bits about their school is the learning in different subjects, including coding and science. Pupils like the games that sports coaches lead at lunchtimes. Older pupils like being role models for younger ones. For example, they help them to choose books to read and look after them in the playground. Pupils really look forward to earning rewards for their efforts. Children in the early years were especially keen to fill up their sticker charts for excellent work.

Staff provide as many opportunities as possible to broaden pupils' wider experiences. For example, pupils visit the park, swimming pool and library. They also go to places further afield in London, such as museums and workshops. Some pupils are doing these things for the first time ever. This makes these experiences extra special. Pupils enjoy workshops led by special visitors. For example, they heard from motivational speakers, including Paralympians, to support their understanding of equality and diversity.

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

Leaders have developed a well-established and ambitious curriculum that intends for all pupils to achieve highly. Staff know how to spot pupils who need more help, including those who might have special educational needs and/or disabilities (SEND). They give these pupils the support they need to learn well.

Teachers make sure that what pupils learn in different subjects builds on what they have been taught in the past. For example, in mathematics, pupils have regular opportunities to look back at their work and consolidate their learning. Pupils in Year 2 applied their prior knowledge of addition and subtraction in order to use money to buy and sell products in the 'shop'.

Pupils build up their knowledge well. They remember key information and use it accurately. For example, pupils in Year 3 remembered how roundhouses were built. They understood why, for example, houses had a hole in the roof to let smoke from the fire escape. Pupils in Year 6 knew key facts about the Egyptian pharaohs. They connected this with their knowledge of The Maya and people who believe in many gods.

In lessons, teachers adjust activities to match pupils' needs. For example, some pupils are given extra time to talk through their ideas. Other pupils use word cards to help them remember key information. In a few subjects, checks on what pupils know and remember are not as well developed. This means that, sometimes, teachers do not have a clear picture of whether pupils know and remember the most important subject content.

In the early years, staff provide many opportunities for children to explore and find things out for themselves. For example, children had great fun experimenting with different materials to build the strongest den. Others looked for habitats for creatures in the garden. They thought about size, shape and texture as they watched the ants, snails and ladybirds. In some areas of learning, leaders have not identified the most important concepts, including vocabulary, that children need to learn and use by the end of Reception Year. This could affect how smoothly the curriculum in Year 1 builds on children's learning.

Children in the Nursery enjoyed listening out for the sounds in the names of different underwater creatures. Once they had worked out the creature their teacher was 'sound talking' they quickly pointed to the matching objects. Staff are well trained to teach pupils how to read and spell using phonics. Leaders keep a meticulous check on pupils' phonics knowledge. They ensure that pupils get the help they need to catch up, including those who join the school in Years 3 to 6 with little or no previous experience of English. Pupils gain the knowledge and skills they need to become fluent readers.

Pupils' good behaviour means that learning is rarely disrupted. They know the school's values well. They know why these are important. For example, pupils demonstrated a good understanding of tolerance and respect. Pupils learn about keeping healthy. The school's sports clubs and lunchtime activities help to reinforce the importance of exercise and healthy eating.

Despite pupils really enjoying school, the proportion of those who are absent too often is too high. Some parents and carers do not ensure that their children attend school every day. This hinders pupils' learning. Leaders take appropriate action to address pupils' absence. But these strategies are not fully effective with some families.

There is a strong team spirit in the school. Leaders, including governors, are mindful of staff workload. Staff said that leaders take everyone's well-being seriously. Staff feel well supported by leaders both professionally and personally.

Safeguarding

The arrangements for safeguarding are effective.

Pupils said they feel safe in school. Teachers make sure that pupils are taught how to keep themselves safe in different situations, including online. Pupils know, for example, to tell an adult if they were to be contacted online by somebody they did

not know. Leaders make sure that staff understand the potential dangers that pupils face outside school. For example, they help pupils to know the risks of carrying knives and joining gangs.

Leaders ensure that staff recruitment checks are completed. They make sure that staff are well trained to identify child protection concerns. Leaders take swift and appropriate action to keep pupils safe from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders' checks on pupils' learning do not focus closely enough on whether pupils know and remember what they have been taught. This means that teachers do not always have a clear picture of what pupils know and can do. In these subjects, leaders should ensure that checks on pupils' learning focus more closely on whether pupils have remembered the most important subject content.
- In some areas of learning, leaders have not fully worked out the key concepts and vocabulary that children need to know and understand. This means that curriculum plans in Year 1 onwards may not build on what children have learned in the early years as well as they could. Where this is the case, leaders should identify the vocabulary and most important concepts children need to know and understand in readiness for Year 1.
- Leaders take appropriate actions to address pupils' absence. But for some families, these strategies are not fully effective. As a result, persistent absence is high. Leaders should review the approaches used. They should ensure that pupils' attendance improves and persistent absence is reduced.

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	102014
Local authority	Enfield
Inspection number	10287192
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair of governing body	Bradley Jones
Headteacher	David Bryant
Website	http://www.southbury.enfield.sch.uk/
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher is retiring at the end of this term. The deputy headteacher has been successfully appointed to the post of headteacher for September 2023. A new deputy headteacher has also been appointed. There have been some changes to the governing body. A new chair of governors was appointed this term.
- The school does not make use of alternative provision.

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.
- Inspectors met with the headteacher, deputy headteacher and assistant headteacher. The lead inspector met with representatives of the governing body,

including the chair of governors. He met with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and support staff, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke with leaders and looked at curriculum documentation for some other subjects.
- Inspectors met with leaders responsible for safeguarding and SEND. They looked at records related to safeguarding, behaviour and attendance. The lead inspector reviewed the single central record of staff recruitment checks.
- Inspectors held meetings with staff and pupils. They spoke with parents at drop off time and reviewed the responses to Ofsted Parent View. Inspectors considered the responses to the online staff survey.

Inspection team

Gary Rawlings, lead inspector	His Majesty's Inspector
Jo Jones	Ofsted Inspector
Jonathan Newby	Ofsted Inspector
David Hatchett	Ofsted Inspector

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