

Southbury Primary School

Inspection report

Unique Reference Number	102014
Local Authority	Enfield
Inspection number	335822
Inspection dates	18–19 November 2009
Reporting inspector	335822

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	477
Appropriate authority	The governing body
Chair	Barbara Munson
Headteacher	David Bryant
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 40 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school development plans, governors' minutes, assessment information and curriculum planning. In addition, 237 parent questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- effectiveness of strategies to maintain and improve standards, achievement, progress and quality of learning throughout the school for all groups of pupils.
- the quality of provision and learning in writing at Key Stage 1, especially for more able pupils
- the quality of learning and provision for English and science at Key Stage 2 for more able groups
- how well teachers use assessment to challenge different groups
- the impact of the senior management team in bringing about improvements.

Information about the school

Southbury is larger than most primary schools. The majority of pupils come from the immediate area and adjoining neighbourhood. A few pupils are White British but a large majority come from a variety of minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average. A large majority enter the Nursery, Reception and Year 1 classes at the early stage of learning English and a small minority speak no English. In Years 2 to 6 a few pupils are either at the early stages of learning English or enter the school speaking no English. The percentage with special educational needs and/or disabilities is above average. A minority of the pupils are eligible for free school meals. The number of pupils joining and leaving the school throughout the year is higher than in most schools. There is Early Years Foundation Stage provision in the Nursery and Reception classes. The school has achieved the Healthy School Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Southbury is a good school. Different groups and pupils of varying abilities achieve well. Parents appreciate the high quality care and exciting learning opportunities because there are many areas of strength. One parent summed up the views of the vast majority saying, 'Children love coming to school and they make good progress. Staff are passionate about creating a stimulating environment for all children to learn and they deal very effectively with any needs the children may have. 'The overwhelming majority of pupils confirmed that they like and respect their teachers, they enjoy school, they all feel very safe and they are encouraged to be healthy.

The key strengths of the school are:

- The school ethos is very warm and welcoming, relationships are extremely strong and pupils make good gains in their personal development.
- The provision in the Early Years Foundation Stage is good.
- Pupils' progress from a very low base is good.
- Pupils and parents appreciate the very good relationships they have with the school.
- Care, guidance and support are extremely strong, so pupils behave superbly well and are sensible and enthusiastic learners.
- The quality of teaching is good and pupils develop an extremely positive attitude to their learning because lessons are enjoyable and extend learning well.
- The headteacher and senior management team lead the school effectively and have a very clear vision for its future improvement.

There is a very strong commitment from all staff to provide each pupil with the best possible education. Equality of opportunity and the elimination of discrimination are pursued determinedly. There is also a continual drive for improvement. The effective systems for evaluating the strengths and weaknesses of the school are playing their part in improving standards over time and driving the school forward. The school's good organisation and strong, shared vision demonstrate its good capacity to continue moving forward. Child protection, risk assessment and safeguarding procedures meet current statutory requirements.

Key weaknesses which remain are: Standards in English are not as good as in mathematics. Progress in writing, especially for more able pupils, is less well developed than in other core subjects. The tracking of children's progress in the Early Years Foundation Stage is less consistent than in the rest of the school.

What does the school need to do to improve further?

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- Accelerate progress and raise standards in writing in Key Stages 1 and 2 by:
 - ensuring speaking and listening opportunities are consistently developed throughout the school to maximise opportunities for pupils to extend their response to questions
 - ensuring every appropriate opportunity is seized to encourage pupils to develop their writing skills
 - ensuring writing skills are used consistently well throughout the school to enrich other subjects and areas of learning.
- Improve the challenge for the more able and ensure they achieve as well in writing as they do in mathematics.
- Improve the tracking of children's progress in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy learning because lessons are well planned and very good relationships contribute to a very positive climate for learning. In a Year 6 science lesson there was a buzz of excitement at the prospect of discovering ways to learn more about mixing solutions. Pupils were keen to talk about and record their findings. Year 2 pupils eagerly and responsibly followed instructions, spreading butter and jam sensibly on bread to make a sandwich. They learnt about halves and sharing with others as well as learning to read and write instructions.

Achievement is good overall, including for those with special educational needs and/or disabilities. Pupils who speak English as an additional language make good progress throughout the school. The school's tracking and inspection evidence indicates good progress for all groups this year, with pupils on track to reach their challenging targets. Examination of pupils' work shows that pupils' numeracy skills throughout the school have improved significantly since the last inspection. However, outcomes in writing are not as strong as in mathematics and this is limiting the pupils' achievement in English and their future economic well-being.

Consistently good progress enables pupils to reach broadly average standards in English and mathematics by the end of Year 6. Challenge for all groups of pupils, especially in English and mathematics, has improved significantly this year through focused interventions and improved teaching and learning. Occasionally there are missed opportunities throughout the school to challenge more able pupils, especially in writing. Over the last few years marked improvements are evident whenever there has been a specific focus and drive to improve. This was extremely successful in mathematics. Tracking of children's progress in the Early Years Foundation Stage is not as consistent as in the rest of the school.

Other key features of pupils' outcomes are:

Pupils have a good awareness of other cultures, ethnicity and religions. They learn to make a positive contribution to their school and global communities but knowledge and contribution of the local and national community is less well developed. Cultural diversity

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is valued and is a strength of the school. Black History month, International week, world week and links with a school in Ghana are well developed but links at local and national level are less well developed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Extremely strong relationships and excellent attitudes and behaviour contribute to a positive climate for learning. Teaching is good overall; the large majority of lessons observed during the inspection were good and a few were outstanding. In most subjects, teachers consistently use assessment information well to plan work that matches the needs of all groups effectively within the class. Occasionally, however, this is less effective for more able pupils, who are given additional work but are not always given more challenging work, especially in English. Teachers use questions well to check pupils' knowledge and understanding and pupils enjoy well planned opportunities to discuss their ideas with others during, 'talking to learn' sessions. However, on occasions the questions do not encourage pupils to explain their answers fully. Teachers give good oral feedback to pupils on how to improve their work and marking is good. Pupils with

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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additional needs are very well supported by teaching assistants in class and small groups so they make good progress.

The curriculum is well planned, although it often provides extension activities rather than extra challenge for more able groups. Art and mathematics are strengths alongside the personal and social education programme, which assists pupils' good personal development. Pupils enjoy the curriculum and this contributes to pupils' growing enthusiasm for learning, with one group stating clearly, 'We like doing mathematics and art.' Curriculum enrichment is good and there is a wide range of visits, clubs and activities, which are well attended.

The extremely caring ethos results in very happy pupils who thoroughly enjoy school life. Pupils' needs are central to the work of the school and all adults effectively help children and parents to get the best from learning. Support for pupils who need additional help is extremely well planned. The school works very well with external support agencies to support all pupils. Excellent support is given to those with special educational needs and/or disabilities. High quality support ensures pupils who speak English as an additional language and pupils who enter the school speaking no English all settle into school life extremely well and make the same good progress as their peers. All pupils receive extremely clear guidance on their behaviour and this is reflected in their outstanding conduct.

Induction and transition arrangements for children entering the school in the Early Years Foundation Stage, at other points during the school year and when moving on to other schools are excellent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders communicate ambition very effectively and they have a very thorough understanding of the strengths and weaknesses of the school. The monitoring of pupils' progress throughout the school is good and highlights any areas of weakness, leading to improvement. The headteacher is dedicated to making sure pupils achieve well and that staff bring high quality to their work. He and the senior management team lead the school with competence and compassion, valuing the work of others and encouraging them to take responsibility.

The governing body ably support staff in work to improve the school and are increasing the degree of challenge offered to ensure school improvement initiatives are successful.

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They monitor and evaluate the work of the school effectively. Tracking of progress over time is thorough and senior leaders quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. Appropriate developmental areas to further improve the effectiveness of the school are clearly identified in the school improvement plan.

Cultural diversity of the school is valued and celebrated and consequently, the promotion of community cohesion is effective because pupils develop a good understanding of the school and global community for their age. The school promotes equalities expertly, as reflected in the profile of achievement across groups. It also tackles any form of discrimination decisively. All safeguarding procedures and checks on adults are robust. Good partnership links with local schools, including a neighbouring special school, parents and support agencies contribute to the school's good provision. The school deploys its resources well, particularly to improve provision for pupils who need the extra support and intervention.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good pre-school links with parents ensure that children settle extremely well into school life. Most children enter the Nursery with very low level skills and knowledge for their age, and a significant number have extremely weak communication, language and literacy skills. Although standards are well below average by the time they enter Year 1, children make good progress in both the Nursery and Reception classes. A majority of children join the Reception classes speaking no English. These children are extremely well supported and consequently, they make good gains in all aspects of their learning.

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Nursery staff are skilled in providing a wide range of challenging activities both indoors and outdoors, which enables the children to get off to a flying start. They challenge children to learn to share, consider others and develop their communication skills. Transition to Reception is extremely smooth and all children make good progress in all areas of learning. Children who join the school in Reception also make a smooth transition because induction arrangements are extremely well considered.

The outdoor learning environment is used well to stimulate learning and activities excite and interest the children. Teaching is good. All activities are carefully planned with opportunities to learn through activities led by adults and those they choose for themselves. Tracking in the Early Years Foundation Stage is inconsistent and information from assessment is not used enough to plan challenges for more able children. The provision is well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There were 237 parental responses; this is a good response for a school of this size. The large majority of parents are satisfied with the school. Parents regard the school as very supportive, happy, welcoming and friendly. Most parents say that their children enjoy attending and that they make enough progress. Parents regard the school as extremely caring and supportive and say the staff are approachable. They identify a number of strengths in the school including the activities, the relationships with staff, the good start children receive in Nursery and Reception, the school ethos and the pupils' enjoyment. The majority of parental criticisms were offered constructively and were mainly concerned with lack of information about the progress their children are making, while a few felt the school could offer more after- school clubs and activities. All issues raised in the questionnaires were discussed with the headteacher. Inspectors agree with the positive views of parents and judge that the school shares sufficient information with parents about their children's progress. It is evident that the school offers a good range of clubs and activities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southbury Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 237 completed questionnaires by the end of the on-site inspection. In total, there are 477 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	55	97	41	2	1	0	0
The school keeps my child safe	113	48	107	45	3	1	1	0
The school informs me about my child's progress	97	41	107	45	15	6	1	0
My child is making enough progress at this school	87	37	114	48	14	6	4	2
The teaching is good at this school	99	42	103	43	13	5	3	1
The school helps me to support my child's learning	84	36	119	50	18	8	3	1
The school helps my child to have a healthy lifestyle	89	38	118	50	10	4	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	76	32	134	57	20	8	0	0
The school meets my child's particular needs	67	28	127	54	14	6	0	0
The school deals effectively with unacceptable behaviour	87	37	111	47	13	5	0	0
The school takes account of my suggestions and concerns	65	27	123	52	19	8	2	1
The school is led and managed effectively	80	34	118	50	12	5	1	0
Overall, I am happy with my child's experience at this school	388	37	97	41	16	7	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Pupils

Inspection of Southbury Primary School, Enfield EN3 4JG

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We will remember how extremely polite and considerate you all were and how beautifully you all behaved. You and your parents told us that Southbury is a good school, and we agree.

These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception and make good progress through the school. As a result, you reach average standards by the end of Year 6 because teaching is good.
- You all enjoy learning very much and your attendance is average.
- Your behaviour is excellent and you are extremely sensible and know how to keep safe.
- You really enjoy and benefit from the many fun activities, clubs, visits and visitors.
- Your school cares for you extremely well and teaches you a lot about how to be healthy and to care for others.
- Your school council is well organised and is working very well with your teachers to make sure that your school continues to improve.
- Your headteacher, senior teachers and governors lead the school very well and all the staff work effectively together as a team to make sure that Southbury is a safe and secure, fun place to learn.

There are three things we have identified for staff and governors to improve.

- Make sure that you reach higher standards in writing.
- Make sure that all your teachers give challenging work to all of you who find the work easy, especially in writing.
- Make sure that teachers improve the way they track your progress in the Nursery and Reception classes.

Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours sincerely

Marion Wallace

Lead inspector

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