

# Southwold Primary School

## Inspection report

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<b>Unique Reference Number</b>	100242
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	354822
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Martin Beale

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michelle Walder
<b>Headteacher</b>	Gary Boyd
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Detmold Road London E5 9NL
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## Introduction

This inspection was carried out by three additional inspectors. They visited 21 lessons seeing 15 teachers at least once, and held meetings with staff, groups of pupils and the chair of the governing body. Informal discussions were also held with parents as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and improvement plans. The team analysed 68 parental questionnaires, 84 responses to the pupil survey and 35 responses to the staff questionnaire.

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

- How well teachers meet the needs of all pupils in their classes including pupils with special educational needs and/or disabilities.
- The effectiveness of support for the academic and personal development of the more vulnerable pupils including newcomers to the school.
- Whether improvements in marking and feedback help pupils to understand the steps they can take to improve and meet their targets.

## Information about the school

Pupil numbers have risen in this well-above-average-sized school. Most pupils are from a wide variety of minority ethnic backgrounds. Three quarters are from homes where English is spoken as an additional language. The proportion of pupils known to be eligible for free school meals is well above average and more pupils than in most schools join or leave other than at the usual times. The proportion of pupils with special educational needs and/or disabilities is well above average; their needs are mostly associated with learning difficulties related to literacy and to speech and language. Children in the Early Years Foundation Stage are taught in a Nursery and two Reception classes. Since the last inspection, the school has begun to manage a nearby children's centre; this will be subject to a separate inspection. The school has received the Active Mark 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

This is a good and improving school. It has gained the confidence and trust of parents who are very happy with all that the school is trying to do for their children. The headteacher has driven improvements forward skilfully since the last inspection and is supported by an able senior team and a challenging and well-led governing body. As one parent observed, 'In our opinion, Southwold is easily the best managed school we have come across.'

Pupils are interested in the diversity around them and enjoy learning about the customs and values of others. They respect each other's needs and are keen to help newcomers settle in quickly. The pupils' thoughtful behaviour in lessons and around the school supports their learning and development, and adds greatly to the happy atmosphere. Almost all pupils say they feel safe in school and feel that teachers protect them. These judgements are endorsed by parents in their responses to the inspection questionnaire. Attendance levels have risen sharply to above average as a result of the rigorous action to reduce absence and by making the school a more interesting and exciting environment for learning.

Children enjoy their start to school life in the Nursery and Reception classes. They make good and improving progress from skills well below those expected for their age on entry, because teaching focuses on their individual needs. This good progress continues across the rest of the school, although not at a consistent rate. Attainment is broadly average and rising by the end of Year 6. Pupils with special educational needs and/or disabilities also make good progress as do those who speak English as an additional language. The main reasons for the pupils' good achievement are due to the following key points.

- There is a considerable amount of good, and some outstanding, teaching that engages the pupils.
- The school provides exciting learning experiences during and beyond the school day, which enable pupils to learn a wide range of new things.
- The attention paid to the needs of each individual pupil, including those with special educational needs and/or disabilities, and the tailoring of support accordingly helps pupils to thrive and gain a strong sense of self-esteem.
- The partnerships forged with other agencies to extend learning and provide additional expertise in support of the more vulnerable pupils ensure that all groups of learners do equally well.

The focus on improving basic skills has increased the proportion of pupils reaching nationally expected levels in time for their move to secondary school. However, relatively few pupils are working at higher levels across the school in either English or

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mathematics. While teaching is good overall, not all is of the same quality. In particular, assessment information is not being used consistently to guide teachers' lesson planning and to move the learning of all pupils forward consistently quickly, particularly for the more able. Furthermore, pupils do not have sufficient planned opportunities to use their information and communication technology (ICT) skills to support their learning.

The school has good capacity for further improvement. It can point to many improvements over the last few years and has been successful in helping teachers to improve their performance. Managing the children's centre has helped to strengthen links with families. Planning for the next stage of the school's development is sharply focused on key areas for improvement. However, the impact of actions taken has not always been evaluated carefully by the wider school community and, as such, self-evaluation is satisfactory rather than good.

### **What does the school need to do to improve further?**

- Accelerate pupils' learning and bring the quality of teaching more consistently up to that of the best by:
  - making better use of assessment information, including the marking of work, so that all pupils, particularly the more able, can progress more rapidly
  - broadening and embedding the use of ICT across the curriculum to enhance teaching and learning.
- Systematically evaluate the impact and effectiveness of all school initiatives in partnership with the wider school community.

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

**2**

Most pupils work diligently and with concentration in lessons. This was particularly evident in a Year 3 lesson as pupils developed questioning skills working with a partner. They found the teacher and activities interesting, and worked with great excitement and enthusiasm. As in many lessons, they enjoyed their work and persevered with tasks with the minimum of adult help. The pupils' collaboration as part of a team is a key factor supporting learning in most classes. These features also account not just for their good progress but also in building a secure platform for success in the future. The improvement in test results seen up to 2009 has been at least maintained in the pupils' assessments in 2010. The school continues to correctly focus on developing writing and this is well underway.

Pupils who have problems with learning, particularly in literacy, and those with speech and language difficulties are supported well through activities in lessons and specific withdrawal sessions. This enables them to make good progress towards their individual targets. Pupils new to learning English have plenty of opportunities for speaking and listening, which helps them to make good all round progress.

Pupils understand how to deal with dangers they might face in their everyday lives, although some are reluctant to talk freely about dangers posed by the internet. Pupils

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know and understand the important factors affecting their health, participating in sporting events and making sensible choices over their diets as shown by the high uptake of school lunches. Pupils make a considerable contribution to school life and to the area. They planted trees in the local park and helped to design its new gates. They also raised considerable amounts for Haiti. While the school council has a voice in developments, there is scope for more pupils to take on other responsibilities.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

An enthusiastic approach that targeted individual pupils resulted in outstanding progress in a Year 5 class as they began to understand how to compare and contrast the styles of two poets. The lively and interactive approach motivated the pupils who became fully involved in all aspects of the lesson. As in most other classes, the pupils responded well to their teacher's clear expectations for their work and behaviour. In this lesson, as in others that led to good learning, the teacher adapted the materials and deployed support staff carefully to meet the pupils' needs. However, this is not seen universally as teachers do not always ensure that the more able pupils are consistently challenged.

<sup>1</sup> 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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The new marking system has not been in place for long enough for its impact to be seen, although pupils are not always given time to read and respond to their teachers' comments and so are not them clear how to improve to meet their targets.

The curriculum is kept constantly under review so that it can become more relevant to the pupils and reflects their interests. The current theme of 'Heritage' is a good example where stories from different cultures have been used as a stimulus for writing. Careful attention is paid to developing literacy and numeracy, but pupils have more limited chances to apply and develop their ICT skills across subjects. The pupils' learning is greatly enhanced by working alongside visiting artists and poets.

The school is very knowledgeable about potentially vulnerable pupils and works well with other agencies to support the achievement of pupils with speech and language difficulties. Assessment data are analysed carefully and the information used to tailor programmes to meet the needs of pupils with specific learning difficulties but not to the same extent for pupils with particular talents, this is why assessment is judged to be satisfactory rather than good. Arrangements to help the pupils settle into school, at whatever time this might be and move on to secondary school, are handled sensitively and smooth their transfer from one stage to the next.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The staff team shares the headteacher's vision for the school and all are committed to breaking down barriers to learning so they can give the pupils the best possible start to their education. Equality of opportunity and tackling discrimination are at the heart of the school's work. The clear philosophy is of enabling pupils to succeed individually, although there is scope for a greater focus on extending the more able pupils to help them to excel.

The work of the governing body is clearly focused in shaping the strategic direction of the school. Governors have a clear understanding of its strengths, where improvements have been made and the next areas to be tackled. However, along with others, they have not played an active role in evaluating the work of the school as well as they could. Governors ensure that arrangements to safeguard the pupils' welfare and check that all those working in school are properly vetted.

While parents support the school's work, engaging them more consistently has proved more difficult. For example, barriers are beginning to be broken down through the links

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with parents through the children's centre. By contrast, partnerships with local schools, businesses and the 'Shine Trust', which provides a well-attended Saturday School, have proved highly productive.

The school takes seriously its responsibility to the local community and the world beyond. Staff and governors have a clear understanding of the context of the school and undertake a wide range of activities to support greater community cohesion. However, their impact has not been evaluated precisely and used to identify what actions could be taken next.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

The children are happy and enjoy all that is provided for them, developing very positive attitudes to learning and becoming independent when selecting resources and initiating activities themselves. They work collaboratively and learn to share and take turns, while treating others with consideration and behaving well. All adults take great care to cater for the children's well-being. Care is taken to safeguard the welfare of the children and to help them to learn how they can take care of themselves. Consequently, children are aware of good hygiene, feel safe and develop positive relationships with teachers and each other.

The adults plan and provide appropriate activities in each area of learning for individual children. Learning activities are based on thorough and continuous assessment procedures. These activities are balanced well between those where adults take the lead and opportunities for the children to take responsibility for their own learning. Children



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who are new to speaking English develop their skills quickly by being immersed from the start in an environment rich in language and through plenty of opportunities to speak and listen. This was seen to outstanding effect as new children were welcomed to the Nursery. Inspiring and stimulating teaching catered for their needs sensitively and helped to establish excellent relationships. The environment in the Nursery, both inside and outdoors, is welcoming, stimulating and a hive of activity. Activities indoors in Reception are also planned well, but not linked as well with outdoor learning.

The staff team works well together under experienced leadership, to give each child the best possible start to their school life. Close links with the children's centre provide many opportunities to establish strong relationships with parents and carers from an early stage and help children enter the Nursery with the minimum of problems. Assessment information is used carefully to analyse the performance of different groups and to identify priorities for the development of the provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The number of responses to the questionnaire was quite low. Inspectors also took the opportunity to speak with parents and carers as their children came into school. The findings show that parents are very happy with the school's work. Almost all say that their children enjoy school. The inspection team concurs with their positive views, particularly those about the good quality of the teaching, the information provided about their children's progress and that the school is well led and managed. A few parents felt that the school does not help their children to become healthy and that their children do not make enough progress. Inspection evidence did not support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southwold 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	71	18	26	2	3	0	0
The school keeps my child safe	48	71	20	29	0	0	0	0
The school informs me about my child's progress	45	66	23	34	0	0	0	0
My child is making enough progress at this school	42	62	21	31	3	4	1	1
The teaching is good at this school	44	65	22	32	1	1	1	1
The school helps me to support my child's learning	36	53	30	44	0	0	2	3
The school helps my child to have a healthy lifestyle	29	43	32	47	4	6	1	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)	27	40	31	46	3	4	0	0
The school meets my child's particular needs	23	34	39	57	4	6	1	1
The school deals effectively with unacceptable behaviour	26	38	37	54	4	6	0	0
The school takes account of my suggestions and concerns	24	35	42	62	0	0	0	0
The school is led and managed effectively	35	51	30	44	1	1	0	0
Overall, I am happy with my child's experience at this school	42	62	22	32	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 September 2010

Dear Pupils

Inspection of Southwold Primary School, London E5 9NL

Thank you all very much for your friendliness and help when we visited your school recently. We agree with you that Southwold Primary is a good school. You clearly enjoy school and we agree with you that your teachers take good care of you. Your behaviour is good, and we were impressed by some of the action you have taken to help the wider community, such as your collection for people in Haiti. We were also struck by the way you all help newcomers to the school settle in and make new friends quickly. Your attendance has also improved much in recent years. Well done for this and please keep it up.

You make good progress during your time in school, learning the skills you need for the future. Those of you who speak English as an additional language develop your skills well and soon make similar progress in all subjects as others in your classes. This is because you are taught well and have interesting things to learn. You are obviously enjoying your work on 'Heritage'. Those of you who find learning more difficult also make good progress because of the support you receive, particularly from classroom assistants.

Everyone is trying hard to make the school even better. There are two things we have asked the teachers and other adults to do in particular.

- Bring all teaching and learning up to the quality of the best, help those of you who find learning easy to do better, and provide more opportunities to use computers and other new technologies to support your learning.
- Develop more ways of considering what all the people involved in the school think about the work of the school.

You can play your part in helping the school to get even better by continuing to work hard. Well done for showing pride in your school.

Yours sincerely

Martin Beale

Lead Inspector

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