

# Southwark Park School

Galleywall Road, Bermondsey, London, SE16 3PB

**Inspection dates** 6–7 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children begin school with skill and knowledge levels well below those expected for their age. They catch up quickly so that most reach at least national standards in reading, writing and mathematics by the time they leave Year 6.
- Children in the Early Years Foundation Stage make good progress because learning experiences are stimulating and engaging.
- Leaders have made sure that consistently good teaching over time, with some that is outstanding, results in good progress.
- Pupils who speak English as an additional language make similar progress to their classmates because they are well supported by teachers and other adults. This is also true for disabled pupils and those who have special educational needs.
- Relationships are good and pupils are welcoming and friendly. Behaviour in lessons and around the school is good and consistently well managed by staff.
- Governors are well informed about the work of the school, are regular visitors to the school and ensure that the school's resources and additional funding are well allocated.

### It is not yet an outstanding school because

- Pupils are not always clear about how to improve their work, or helped to move on to more challenging tasks. This stops pupils from making greater progress, particularly in Key Stage 1.
- Some leaders do not yet have the experience or skills to check on the quality of teaching in lessons and use information about pupils' learning to bring about more rapid improvements.

## Information about this inspection

- Inspectors observed 22 lessons, eight of them jointly with the headteacher and senior leaders. In addition, inspectors observed the teaching of sounds and letters (phonics) and listened to pupils reading.
- Inspectors looked at the work in pupils' books and around the school.
- Inspectors read the school's policies and documentation relating to safeguarding, how the performance of teachers is led and managed, and pupils' attainment, progress, attendance and behaviour.
- Inspectors met with pupils and talked to them about their work. Meetings were held with senior and middle leaders, members of the governing body and a representative from the local authority.
- The 43 responses to the online questionnaire (Parent View), as well as the school's own surveys, were taken into account.
- Inspectors also considered the 26 responses to the staff questionnaire.

## Inspection team

Narinder Dohel, Lead inspector	Additional inspector
Fatiha Maitland	Additional inspector
Graham Lee	Additional inspector

## Full report

### Information about this school

- The school is a larger than the average-sized primary school.
- Children join the school in the Nursery and Reception classes.
- The main groups of pupils are of White British and African heritage. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are above national averages.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below the national average. The proportion supported at school action plus or by a statement of special educational needs is above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which in this school applies to those known to be eligible for free school meals, is above average.
- The school provides a breakfast club and after-school provision.
- Since the previous inspection there have been several changes of staffing in Key Stage 1.
- The school remains in a temporary building.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that a greater proportion is outstanding by:
  - making sure that work is always hard enough to challenge pupils within the lesson, especially the most able pupils and pupils across Key Stage 1
  - consistently providing pupils with clear guidance about how to improve their work
  - continuing to develop the ability of new leaders to be able to check on and improve the quality of teaching.
- Develop the skills of leaders in using information about pupils' learning to check that all pupils are making rapid progress in reading, writing and mathematics.

## Inspection judgements

### The achievement of pupils is good

- Most children enter Nursery and Reception with skill and knowledge levels well below those expected for their age. Pupils make good progress so that by the time they leave in Year 6 attainment is in line with national averages in reading, writing and mathematics.
- Although attainment in reading, writing and mathematics at the end of Key Stage 1 remains below the national average, pupils are making stronger progress in these subjects than in previous years.
- Pupils confidently apply what they know about sounds and blend sounds together to make words. In Key Stage 1 they use these skills increasingly well to help them with their reading and writing. As they move through the school these early skills are further developed so that by the time they leave the school pupils' attainment in spelling, punctuation and grammar is above the national average.
- Good learning and progress were seen in lessons observed during the inspection and in books. For example, in one maths lesson for older pupils the teacher very skilfully helped pupils develop strategies for systematically solving problems relating to fractions. This enabled pupils to gain a deep understanding of number and calculation in a practical and enjoyable way.
- Pupils who speak English as an additional language make similar progress to other pupils. This is because practical and visual teaching strategies enable pupils to demonstrate what they know and can do.
- Disabled pupils and those who have special educational needs also make similar progress to other pupils because teachers and other adults have a good understanding of pupils' needs, share information and work well with families and external agencies.
- In 2013 results showed that the attainment of those eligible for the pupil premium was two terms behind that of their peers in reading, one term behind in writing and three terms behind in mathematics. However, the school's information on the progress of eligible pupils currently in the school shows that they make as much progress as their peers, and attainment gaps are closing.

### The quality of teaching is good

- The quality of teaching over time is good. Teachers are confident in asking probing questions that make pupils think and share what they have learned. Teachers assess the learning and progress pupils make and adapt their teaching within the lesson.
- In a few lessons some pupils make slightly slower progress. This is usually because the most able pupils are not set hard enough work, or learning within the lesson is not moved on quickly enough.
- Pupils are provided with a range of interesting and appropriate resources to help them to understand mathematical concepts and develop their reading and writing skills. In several mathematics lessons, pupils worked with a range of carefully selected resources to help them understand multiplication and division. In a writing lesson, pupils were encouraged to tell their version of a traditional tale to an adult and then use their knowledge of sounds, story maps and key vocabulary to help them to write.
- The support provided by additional adults both inside and outside the classroom is particularly effective in developing pupils' reading skills. In many lessons, pupils showed confidence in reading and this helped them to develop skills to help them understand instructions and solve problems.
- Children in the Early Years Foundation Stage achieve well because adults know and understand the needs of young children. They plan a wide range of interesting activities across all areas of learning, with a particular focus on developing children's social and communication skills. The

outdoor learning is not as well developed owing to the restrictions of a temporary building.

- In line with the school's own policies, pupils' books show what they have achieved and how to improve their work. Often the pupils are able to respond to the teachers' marking and this enables them to make further progress as they use this advice to further improve their learning. However, this is not yet consistently applied across the school and means not all pupils can benefit from this high quality feedback.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils are welcoming to visitors and get on well together.
- Pupils' conduct around the school is exemplary and their attitudes to each other and to teachers and other staff are good. Pupils come in and out of assembly in a calm, orderly manner.
- Pupils generally have positive attitudes in lessons. Pupils are keen to learn and say they enjoy their learning. In several lessons pupils were keen to demonstrate their skills of reading and identifying key information when faced with problem solving in mathematics.
- Behaviour is not outstanding because, in some lessons, pupils need help to settle to their work or they lose interest in learning when work is too easy or too difficult for them.
- Pupils are aware of different types of bullying, including cyber bullying, and say incidents are rare. They are clear about the difference between bullying and occasional arguments.
- The school records show that behaviour is continuously improving. There are fewer incidents logged this year than last year.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in their school. The online survey, Parent View, and the school's own surveys support this view.
- Adults know the pupils well. Pupils have confidence that adults take any incidents seriously and that they will be dealt with quickly and effectively.
- Both the breakfast club and the after-school club are well managed and extend the secure environment provided by the school. The breakfast club provides an enjoyable and positive start to the school day and is used to help children to be punctual.
- Attendance rates have improved steadily. This is because the school works hard with families to make clear the importance of attending school.

### **The leadership and management** are good

- Since the previous inspection the headteacher has ensured that pupils receive good teaching, resulting in good outcomes by the time they leave. Her reorganisation of the leadership team is also improving standards in Key Stage 1.
- Leaders and managers at all levels who have been appointed to positions more recently have a planned programme of professional development. The central focus of their work is to check that teaching is consistently good and outstanding and results in rapid progress for all pupils, particularly in Key Stage 1. Although at an early stage of development, this is already having an impact on the achievement of pupils.
- Pupils' skills in reading, writing and mathematics are being developed through a range of subjects. This is because subject leaders make sure that links are made between subjects and teachers have the right resources to meet the needs of pupils.
- There are good procedures for setting targets for teachers. Training and improvement priorities are linked to pupils' progress and school improvement plans.
- The school works well with the local authority and neighbouring schools. They have worked in partnership to develop the quality of teaching, the skills of leaders and systems to monitor performance. The capacity to improve is strong.
- Parents and carers who were spoken to, and those who responded to the online survey, are positive about how the school addresses any concerns they may have. The school works well

with parents and carers to help them develop the basic skills of younger children at home through providing a series of literacy and numeracy workshops.

- The school provides an interesting range of subjects and topics. Pupils enjoy the additional trips and activities. These include dance, music drama and visits to local theatres and museums, as well as further afield. Opportunities such as these contribute well to pupils' spiritual, moral, social and cultural development.
- Discrimination of any sort is not tolerated. The school demonstrates a firm commitment to equality of opportunity.
- Leaders make good use of the primary sports funding. The school has invested in a coaching and professional development programme to develop the confidence of staff, and is increasing the range of after-school clubs and competitive sporting opportunities. This is increasing pupils' participation in sport. There is a clear programme of development and monitoring of the impact on pupils' achievement, health and well-being. However, this has yet to be shared with governors.

■ **The governance of the school:**

- Governors make regular visits to the school and take a keen interest in the work of the school. They have worked closely with the headteacher to make sure that the achievement of pupils in Key Stage 1 is a priority for improvement. They are provided with information about the quality of teaching and are clear that any underperformance is and will be addressed. They set objectives for the performance of their headteacher and know about the setting of targets for teachers which are linked to the school's priorities, attainment and progress of pupils. They have an agreed policy on when to make pay awards or, if required, address any underperformance. Governors access training which helps them to understand published data about their school. They receive updates from the headteacher on pupils' progress and attainment. Safeguarding arrangements meet statutory requirements. Governors know how the pupil premium is spent and that it is making a difference to raising standards.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100812
<b>Local authority</b>	Southwark
<b>Inspection number</b>	440931

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<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>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sylvia Lang
<b>Headteacher</b>	Carole Pellicci
<b>Date of previous school inspection</b>	13–14 September 2011
<b>Telephone number</b>	020 7237 1180
<b>Fax number</b>	020 7237 1138
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