

Southfields Primary School

Inspection report

Unique Reference Number	131442
Local Authority	Coventry
Inspection number	341142
Inspection dates	25–26 November 2009
Reporting inspector	Andrew Stafford

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Mr G Meredith
Headteacher	Mr Paul Tuffin
Date of previous school inspection	9 January 2007
School address	East Street Coventry West Midlands
Telephone number	024 7622 6810
Fax number	024 7625 7457
Email address	office@southfields.coventry.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school development plan, policies, including those relating to safeguarding and equal opportunities, and the 53 questionnaires completed by parents and carers, and those completed by pupils and staff.

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

- the achievement of individuals and groups of pupils, especially those having English as a second language and those with special educational needs and/or disabilities
- the quality of teaching, and the quality of provision in the Early Years Foundation Stage
- the actions taken to make improvements since the last inspection
- the effectiveness of monitoring by subject leaders in the drive to raise standards.

Information about the school

Southfields Primary School is average in size. Pupils come from a wide range of backgrounds. About a quarter of the pupils are of White British heritage. A similar proportion is of Black African heritage. About one fifth of pupils come from an Asian heritage with a similar proportion from an Eastern European background. Over half the pupils speak English as an additional language, a high proportion. The proportion of pupils with special educational needs and/or disabilities is well above the national average. The percentage known to be eligible for free school meals is well above that found in most schools. There is a very high rate of mobility from pupils in and out of the school. Provision for older children in the Early Years Foundation Stage is made in a Reception class. The school also provides day care for children aged three to four years in the Nursery.

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

Southfields has great strengths. The staff's caring approach considerably enhances pupils' enjoyment of school. Pupils from all backgrounds and abilities are included successfully in school life. Parents' views are very positive. One parent's comments reflected the majority view, 'My child enjoys learning about the different cultures at this school as a lot of children are from different countries'. The school's positive ethos of inclusion, praise and support reflects what one boy described as 'a very special school'. No pupils are discriminated against.

Pupils say that they really enjoy school. It is a calm and harmonious community for learning. In their time in school, pupils become very well-balanced, reflective, helpful and responsible individuals. Pupils have positive attitudes and their behaviour is outstanding. They also know how to keep themselves safe. Pupils have a good understanding of what constitutes a healthy lifestyle. They are keen to grasp the very many opportunities that are available for them to take responsibility. They are particularly proud of the improvements brought about through their work on the school council. Pupils enjoy a good range of links with the local and wider community.

Achievement is good. There is no such thing as a typical year group at Southfields because of the school's complex characteristics. For this reason, standards achieved vary considerably year on year and are also greatly influenced by the proportion of pupils who leave or arrive during the school year. Children enter the Nursery and Reception years with skills and abilities that are well below those expected for their age, especially in communication, language and literacy. Their progress in all areas is good in the Early Years Foundation Stage but, by the time they enter Year 1, attainment is still below the expected levels for five-year-olds. Pupils make satisfactory progress in Years 1 and 2, although pupils' attainment was still below average in reading, writing and mathematics at the end of Year 2 in 2009 as shown by the provisional national assessments.

Progress in Key Stage 2 is good. In consequence, standards, including provisional national test results for 2009, are average by the end of Year 6. Pupils' attainment in mathematics, in the current year groups, is lagging behind that for reading and writing. Pupils are not achieving as well in mathematics because they are unable to use and apply their knowledge consistently. The range of opportunities to practise these skills in problem solving is too narrow. Consequently, although their progress is satisfactory, too few are attaining as well as in other subjects.

Teaching and learning are good. Teachers are making good use of assessment data when they plan their lessons and this is leading to tasks being well matched to pupils'

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

capabilities and needs. As a result, the large majority of pupils are stimulated and challenged to achieve well. There are sufficient opportunities for pupils to reflect on teachers' feedback comments so that they know the next steps towards their learning targets.

The good curriculum features a wide variety of extra-curricular activities that offers pupils very valuable experiences. Throughout the school, the planned series of visits and visitors broadens pupils' experience and captures their interest. The close proximity of Coventry Cathedral makes that a superb local resource that is used frequently. Large numbers of pupils participate in a good range of dance, drama, music and singing activities available to them.

The headteacher has a clear vision for the school which centres on ensuring that all pupils are included in the wide range of activities provided and are motivated to learn well. The school's systems for checking provision and pupils' progress are good. The school has an accurate view of itself. For example, it is aware that following the successful focus on pupils' acquisition of literacy skills, the situation now requires a focus on mathematical skills as well. The monitoring of teaching and learning is rigorous and has led to improvements since the previous inspection. The effectiveness of the school's improvement planning is good because all staff are involved in measuring the impact of measures taken for improvement. The school has shown considerable all-round improvement since the previous inspection and has good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that attainment in mathematics is maximised throughout the school during this school year by:
 - implementing plans to provide professional development for teachers in the application of numerical skills to written problems
 - increasing the range of opportunities for pupils to use their mathematical knowledge in problem-solving.

Outcomes for individuals and groups of pupils

2

Evidence of pupils' work during the inspection and analysis of recent records shows that the large majority of pupils, including those of White British heritage, those eligible for free school meals, Black African, Asian or Eastern European background, make good progress overall from their low starting points. The pupils with English as an additional language make good progress because they are supported well by the skilful use of language by teaching assistants. Pupils' mobility is high and causes variations in the rate of progress across the school. New arrivals are warmly welcomed which helps them settle rapidly and achieve successfully. The school has rightly focused on the development of literacy skills as the key area for improving the rate of pupils' progress. The development of mathematical skills is acknowledged as the priority with the current

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

cohorts. Progress for pupils with special educational needs and/or disabilities is good because of the very wide range of measures taken to address weaker performance. Teachers know the pupils' specific targets and regularly check that they are met. Pupils value being part of a caring community. Many participate in the good range of sports and activities provided after school. Pupils know that their ideas and views are respected. Attendance is average. The headteacher works tirelessly with outside agencies and families to sustain it at this level. Behaviour in classrooms and around school is outstanding because the vast majority of pupils are keen to learn and have great respect for each other. Pupils thrive on the many opportunities to contribute to the local and wider community. They have a strong sense of their own community and display tolerant and understanding attitudes to individuals in the richly diverse society to which they belong. Pupils acquire satisfactory basic skills that are supported well by good information and communication technology skills. This, their excellent behaviour, good teamwork and attitudes to work, mean that they are adequately prepared for a successful future.

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	2
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?

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

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

Lessons are well planned and tasks are generally challenging. This is not consistently the case when pupils are asked to apply mathematical skills to problem solving. The expertise of those working with pupils with learning difficulties and/or disabilities enables these pupils to cope well in lessons and at the right level. Imaginative approaches, such as the use of information and communication technology in English lessons, add impetus to pupils' rate of learning. These approaches contribute to the consistently higher level of attainment in English than currently found in mathematics. The pace of lessons is sufficient to hold the attention of all pupils. Teachers mark pupils' work diligently and are using robust assessment systems. Pupils understand their targets and know how to move to the next steps in their learning. Pupils are not given enough opportunities to apply their numerical skills to practical problem-solving.

The curriculum is having a very positive effect on pupils' personal development and is of central importance in their outstanding behaviour. There are good opportunities for pupils to experience a range of visits and visitors. Residential visits add variety and interest to pupils' learning and the development of their social skills. Special events, such as the celebration of world faiths and cultures, draw together a range of subjects that enhance pupils' learning. The outstanding care, guidance and support the school provides are the foundation for the school's strong inclusive ethos. Very good partnerships with outside agencies support pupils with special educational needs and/or disabilities, and those pupils who are vulnerable because of their weaker performance. The school provides very effective support for families, and those with emotional difficulties, through the great expertise demonstrated by the learning mentors.

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?

Leadership and management are good. The management processes to check provision and standards are rigorous and this leads to robust self-evaluation. The headteacher has established systematic procedures that contribute well towards planning and review to bring about improvements. The monitoring of teaching and pupils' progress is very effective and this has resulted in consistently good achievement and progress across the school. Subject leadership is developing well and, in most areas, leadership is good. Good opportunities exist for subject leaders to contribute to school improvement because senior leaders are confident of their ability to fully meet their role and responsibilities. The school actively ensures equality of opportunity by carefully

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

responding to analysis of performance data from different groups of pupils. A particular strength of the school is the promotion of community cohesion by the leadership team working closely with governors. The headteacher is deeply committed to ensuring that the school serves the local community effectively. This extends to the global community. The school has been highly successful in developing links with children in a school in Ghana and raising funds to support less fortunate groups of children. Very good levels of parental satisfaction are shown in their responses to questionnaires. Tributes are paid to the school's caring ethos in the inspection questionnaires by pupils and staff. Governors are very committed to the school and its improvement and they provide good support and challenge to the headteacher. Even though a few governors visit the school, the scope of this programme is limited and restricts its impact on pupils' learning. Nonetheless, governors successfully ensure that all statutory requirements are met. At the time of the inspection all safeguarding requirements were met well.

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	2
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	2
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

Sensitive induction procedures and good links with parents help the children to start learning as soon as they arrive in the Nursery. Children enter the Nursery with skills and abilities well below those expected for their age, especially in communication, language and literacy. The Nursery is very effectively managed and provides children with a good start to their school lives. Staff are well-qualified and very good at responding to children's learning and pastoral needs.

The provision for, and management of, the Reception class are good. A major factor in

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

this is the caring and supportive environment which staff create. They give children just the right amount of help but also encourage them to be independent. A small number of children meet the expected level in all areas of learning, but overall standards for children when they enter Year 1 are below average. Progress in children's personal and social skills is particularly good due to well-established routines, excellent relationships with all staff and consistently high expectations. Good levels of day-to-day care ensure children are well looked after and a high priority is given to their safety and security. As a result, children behave well and are keen to make the most of the opportunities for learning and play. They share well and sustain their concentration with the activities provided. Teaching and learning are good. Adults interact with children skilfully and the programme of study is well organised to enable children to learn suitably across all areas of learning. There is good awareness of the need to achieve a balance between activities that adults direct and those that the children can choose for themselves. Leadership and management of the Early Years Foundation Stage are good. The leader has an accurate knowledge of the strengths. The school acknowledges that it will continue to focus on children's literacy, especially for pupils for whom English is their second language.

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

The very large majority of parents and carers are extremely positive about the work of the school and its impact on their children's learning. There are a large number of detailed comments emphasising the caring and inclusive ethos of the school. There are no particular trends in the extremely small minority of criticisms made in the questionnaires. One parent's comment summarised it succinctly, 'Very happy, thanks', a comment with which inspection findings agree fully.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Southfields Primary 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	64	19	36	0	0	0	0
The school keeps my child safe	25	47	28	53	0	0	0	0
The school informs me about my child's progress	24	45	28	53	0	0	0	0
My child is making enough progress at this school	22	42	29	55	2	4	0	0
The teaching is good at this school	25	47	28	53	0	0	0	0
The school helps me to support my child's learning	22	42	30	57	0	0	0	0
The school helps my child to have a healthy lifestyle	23	43	28	53	2	4	0	0
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)	18	34	32	60	1	2	0	0
The school meets my child's particular needs	14	26	38	72	1	2	0	0
The school deals effectively with unacceptable behaviour	18	34	31	58	1	2	0	0
The school takes account of my suggestions and concerns	17	32	35	66	0	0	0	0
The school is led and managed effectively	24	45	27	51	0	0	0	0
Overall, I am happy with my child's experience at this school	29	50	29	50	0	0	0	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.



27 November 2009

Dear Pupils

Inspection of Southfields Primary School, Coventry CV1 5LS

Thank you for making us so welcome and for talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see so many smiling faces in the assembly and during playtime. Southfields Primary is a good school with some great strengths. We know that your parents and carers are very pleased with the school and everything that it provides.

There are many positive things about your school.

You enjoy school and try hard in your lessons.

You have a good understanding of how to keep yourselves safe and healthy.

You are friendly, polite and very well behaved.

The teachers and support staff care greatly for you.

Your teachers work hard to make your lessons interesting.

There are many extra activities and trips.

You have an inspiring headteacher.

We have asked your headteacher, the staff and governors to do the following things to make the school even better.

Improve the way they teach you to apply your numeracy skills, to ensure that you do as well as possible in mathematics.

Ensure your teachers give you a wider range of opportunities to practise solving practical number problems.

I hope you keep on working hard so you can continue to play a big part in ensuring that your school becomes even more successful. Also, continue to be as happy coming to school and making good friends. We would like to wish you success in your future education.

Yours sincerely

Andrew Stafford

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.