

Southern Road Primary School

Southern Road , Plaistow, London, E13 9JH

Inspection dates 5– 6 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Senior leaders and governors have raised attainment and sustained the strengths found at the time of the previous inspection.
- Pupils make good progress. Attainment in Year 6 is well above average. The majority of pupils who speak English as an additional language or receive additional funding do well.
- The overall quality of teaching is good. Inspirational teaching in Year 6 enables pupils to write to a high standard.
- Children in the Nursery make a good start to their education.
- Pupils behave well and feel safe. They are courteous and considerate to each other. Older pupils who can speak two languages are happy to be called on to interpret for those new to the school.
- The headteacher and governors have taken the necessary action to maintain good teaching despite high staff turnover.
- A vibrant and rich programme of work engages pupils' interest and helps them to do their best. There are particular strengths in art and music which promote pupils' spiritual, moral, social and cultural development very well.
- Governors know the school well. Their visits give them insight into the positive impact of planned developments on pupils' achievement. The challenges and support they offer are significant in helping the school to move forward.

It is not yet an outstanding school because

- In the Reception classes, teachers do not always make the best of outside learning opportunities to increase children's early reading, writing and mathematical skills.
- Not all teachers pitch the work at the right level for the more-able pupils. In Key Stage 1, mathematics activities are not demanding enough for pupils to extend their learning.
- When marking pupils' work, teachers do not always explain clearly how pupils can make faster progress, or insist they present their work to a high standard.
- The roles of subject and year group leaders lack clarity. This makes it harder for them to contribute fully to the school's drive to raise achievement.

Information about this inspection

- Inspectors observed 37 parts of lessons. The headteacher and deputy headteacher joined inspectors during some of the observations.
- Pupils’ behaviour and attitudes were observed in lessons, assemblies, playtimes, when they moved around the school, and at lunchtime.
- Pupils from different age groups spoke about their perceptions of the school. Some pupils from Years 1 and 6 read to inspectors. Pupils’ work in a range of subjects, but especially literacy and numeracy, was scrutinised.
- Meetings were held leaders, and with representatives of the local authority and the governing body.
- 21 responses from parents and carers to the online survey Parent View, 333 responses to the school’s own parental survey and 51 questionnaires completed by staff were considered. Inspectors also met with parents and carers when they brought their children to school.
- Inspectors reviewed the school’s self-evaluation summary and improvement plan. They also looked at the school’s arrangements for safeguarding, records of the school’s own observations of lessons, pupils’ progress information, behaviour logs and attendance information. In addition, reports written by visitors to the school and the governing body minutes were considered.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Christopher Christofides	Additional Inspector
Peter Lacey-Hastings	Additional Inspector
David Webster	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium is above that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those who have special educational needs supported through school action, school action plus or a statement of special educational needs is below the national average.
- There is a nurture group for pupils with emotional and behavioural difficulties. The 'Chill and Chat' room is open at lunchtime for pupils unable to go out to play or who need quiet time.
- Almost all pupils come from minority ethnic backgrounds. The largest groups are from Bangladeshi, Black African, Pakistani and any other White backgrounds. Over three quarters speak English as an additional language. This is much higher than national averages.
- The school runs a breakfast club every week day in term time.
- At the request of the local authority, the headteacher works with other schools to improve the quality of education, and the transition procedures between primary and secondary schools.

What does the school need to do to improve further?

- Accelerate pupils' progress by ensuring that teachers:
 - in the Reception classes challenge more children to develop their early reading, writing and mathematical skills through their outside activities
 - provide Year 1 and 2 pupils with a wider range of demanding mathematical activities that help them to extend their learning
 - pitch work at the correct level for more-able pupils in every year group
 - make marking consistent and ensure that comments in pupils work explain precisely what pupils need to do to make faster progress
 - check that pupils respond to written comments and correct errors in their work
 - insist that pupils take pride in the presentation of their work.
- Strengthen leadership and management by ensuring that year group and subject leaders:
 - are clear about their roles and responsibilities
 - develop per their expertise so that they contribute fully to the school's priorities to raise achievement.

Inspection judgements

The achievement of pupils is good

- Pupils' progress in reading, writing and mathematics from Year 3 to Year 6 has been much faster than in other schools for the past three years. Often, they reach standards which are well above average. In mathematics, a few exceptionally able pupils reach levels of attainment that are more typically found in secondary schools.
- In Years 1 and 2, pupils make good progress in reading and writing from their below average starting points. They have good knowledge of the sounds letters make (phonics) and apply these well. At the age of seven, they reach the standards expected of them. Progress is not as strong in mathematics because too much of the work they do does not address key mathematical skills.
- Children in the Nursery and Reception classes make a good start in speaking and communicating effectively with their classmates and adults. Those who are at an early stage of learning to speak English are also helped to learn in their own language. More-able children in the Nursery can already write their own names and numbers from one to 10.
- The good foundation set in the Nursery is built on well in Reception. However, staff do not make the most of outdoor learning activities to extend early reading, writing and mathematical skills.
- The school has a strong commitment to ensuring all pupils have an equal opportunity to succeed and that there is no discrimination. However, the progress of more-able pupils is patchy. There is no significant difference in the achievements of pupils from different ethnic groups. The large number of pupils who speak English as an additional language achieve as well as their classmates by the time they leave.
- A nurture group helps pupils to become confident learners. Disabled pupils and those with special educational needs make good progress from their starting points. Staff who provide additional and language support know pupils' precise needs and plan work to meet them.
- Pupils who benefit from additional funding make rapid progress. In national assessments at the end of Year 6 in 2013, they were over a term ahead of their classmates in reading and almost a term ahead in writing. While they were half a term behind in mathematics, many of these pupils reached levels of attainment above those expected for their age in reading, writing and mathematics.

The quality of teaching is good

- The quality of teaching is typically good. It is particularly strong in English and mathematics in Year 6. In a few classes, there is not enough challenge provided for more-able pupils. They are required to complete the same work as their classmates before moving on to more appropriate activities. This is the main reason why teaching is not outstanding across the school.
- Pupils' good progress in reading and writing is based on thorough teaching of the sounds letters make in the youngest classes. As they move through the school, teachers ensure pupils acquire confidence and fluency in spoken language. This is especially good for those who speak English as an additional language.
- Teachers develop pupils' accuracy in spelling, punctuation and grammar. Imaginative teaching in the older classes inspires pupils to write with a sophisticated awareness of their audience.
- Mathematical concepts are taught well, especially in Key Stage 2. Pupils are confident to solve mathematical problems, using a variety of methods to calculate their answers. Teaching is less assured in Key Stage 1. This is because resources in lessons limit opportunities for pupils to apply their mathematical skills fully and extend their learning.
- Engaging and imaginative activities in the Nursery and Reception classes have a strong and positive impact on children's speaking and listening. Teachers are developing the new outside area to promote all aspects of learning. However, in Reception, teachers do not make the most of the possibilities provided by these new resources to enhance children's development in reading, writing and mathematics.

- Teaching assistants work in close partnership with teachers. They have a full understanding of their role. This ensures that all pupils participate fully in each lesson and learn well
- Staff who can speak two languages make an important contribution to the learning of children who arrive at the school speaking little or no English. The opportunity to learn through their home language means that their education is not held back while they acquire sufficient English.
- Marking does not always give pupils sufficient information about how to improve their work and make faster progress. Nor does it set clear expectations for care, accuracy and presentation of their work in books.
- Parents' and carers', and children's, views about homework vary. Inspection evidence shows it is set at an appropriate level and builds well on what pupils have learned in school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is also the view expressed by staff, governors, parents and carers, pupils and frequent visitors to the school. A particular strength is the cheerful willingness of older pupils who can speak two languages who sometimes interpret for pupils new to the school.
- Pupils are proud of their school and take care of it, especially the high-quality displays of their art work. They are keen and eager to learn, but do not take enough care in the presentation of their written work. This can lead to pupils making mistakes in mathematics.
- Pupils from all backgrounds collaborate well together in lessons, in paired work and small-group discussions. They listen attentively and respond well to teachers' questions. Pupils, especially in Reception and Key Stage 2, often work in cramped conditions. Despite this, they remain calm, considerate and respectful of one another, and show courtesy to adults.
- The nurture group and 'Chill and Chat' room activities give potentially vulnerable pupils good opportunities to learn to manage their feelings and behaviour well.
- The school's work to keep pupils safe and secure is good. Pupils are knowledgeable about how to stay safe on the internet, and how to keep themselves safe in the community. The school's records confirm the pupils' view that bullying is rare. They feel safe and are confident that staff will help them when they report concerns.
- Attendance is high because pupils enjoy being in school. Robust checks when they are away help to keep them safe and ensure that the incidence of persistent absence is low. These factors make an important contribution to pupils' good progress.
- Most pupils arrive promptly, except in the Nursery, where lateness means some valuable learning opportunities are missed.

The leadership and management are good

- The headteacher, senior leaders and governors share a strong commitment to enable pupils to do as well as they can. They set high expectations. Through rigorous checks on the quality of teaching and pupils' progress, they ensure pupils are well prepared for the next stage in their learning.
- The school has good procedures to check how well it is doing. These include the views of staff, governors and external consultants. Leaders accept robust challenges, which are not always comfortable, in their desire to make the school outstanding.
- Senior leaders use information from the thorough analysis of national test results to find the areas in which pupils might do better. They make good use of these insights to raise teaching standards and fill gaps in learning. One result of this has been the improvement in pupils' skills in problem solving in mathematics.
- The school has developed a culture in which staff as well as pupils, see themselves as learners. They welcome high-quality advice based on systematic classroom observations by senior colleagues. This supports their professional development, especially for those who are new to

the teaching.

- The roles and responsibilities of year group and subject leaders are not sufficiently clear. They are not always held sufficiently accountable for pupils' achievements. While they ensure the consistent implementation of policies, they do not have sufficient expertise to contribute fully to the school's overall drive for excellence.
- Good leadership and staff changes in the Early Years Foundation Stage have brought about a rapid rise in achievement over the past year.
- The school offers a vibrant and imaginative programme of work to all pupils. Specialist teaching in art, Spanish and music adds much to pupils' spiritual, moral, social and cultural development. Pupils are consistently encouraged to use their developing skills in English and mathematics in all aspects of their work. Those who show exceptional talent in any subject have the opportunity to extend their abilities. This has led to some first-rate individual achievements in mathematics and the arts.
- Additional sports funding is used well to enhance teachers' coaching skills. After-school clubs and inter-school competitions enable an increasing number of pupils to participate in healthy, vigorous activity.
- The school works well with parents and carers, offering a wide range of courses to help parents to help their children at home. Parents and carers responding to the school's own survey, and those who spoke to inspectors during the inspection, are very supportive. They praise the quality of teaching and the many enjoyable activities in which pupils participate. Parents are confident their children are safe.
- The local authority has provided 'light-touch' support for this successful school.
- **The governance of the school:**
 - Governors have their finger on the pulse of the school and provide good levels of support and challenge. They are knowledgeable about pupils' progress and can compare how well the school performs in relation to other schools across the country. These factors have enabled them to hold the senior leaders to account and to sustain pupils' good levels of achievement over several years.
 - Together with the headteacher, governors make good use of information to identify priorities for development to bring about higher rates of achievement. Their visits to the school are sharply focused. Recently, as part of the school's problem-solving initiative, governors visited the classes to evaluate and report on how the project was progressing. These visits result in a good understanding of the quality of teaching and learning. Governors ensure there are close links between teachers' pay and pupils' progress and that underperformance is tackled robustly.
 - Governors monitor the budget frequently. They make wise strategic decisions about where spending, including additional funds for sports and pupil premium, can have the most impact on pupils' progress.
 - In order to keep up to date, and maintain their effectiveness, governors often attend training. Regular meetings between the Chair of the Governing Body and the headteacher ensure that statutory requirements for safeguarding are met.

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

Unique reference number	102755
Local authority	London Borough of Newham
Inspection number	439500

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	741
Appropriate authority	The governing body
Chair	Bronwen Stuckey
Headteacher	Stephanie Lachowycz
Date of previous school inspection	5 June 2009
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