

# Southfield Park Primary School

## Inspection report

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|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 133721              |
| <b>Local Authority</b>         | Surrey              |
| <b>Inspection number</b>       | 341404              |
| <b>Inspection dates</b>        | 25–26 February 2010 |
| <b>Reporting inspector</b>     | Beryl Richmond      |

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>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 240  |
| <b>Appropriate authority</b>               | The governing body                             |
| <b>Chair</b>                               | Julia Kirkland                                 |
| <b>Headteacher</b>                         | Jane Fairbourn                                 |
| <b>Date of previous school inspection</b>  | 14–15 November 2006                            |
| <b>School address</b>                      | Long Grove Road<br>Epsom<br>Surrey<br>KT19 8PF |
| <b>Telephone number</b>                    | 01372 743104                                   |
| <b>Fax number</b>                          | 01372 729436                                   |
| <b>Email address</b>                       | head@southfield-park.surrey.sch.uk             |

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|---------------------------|---------------------|
| <b>Age group</b>          | 4–11                |
| <b>Inspection date(s)</b> | 25–26 February 2010 |
| <b>Inspection number</b>  | 341404              |

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## Introduction

This inspection was carried out by three additional inspectors. The majority of time was spent looking at learning; all teachers were observed and inspectors visited 11 lessons, including some small groups outside of classrooms. Meetings were held with staff, groups of pupils and the chair of governors. Inspectors looked at a range of documentation, including assessment data giving information about the progress of groups of pupils, including some whose circumstances make them vulnerable. Policies and procedures, including those for safeguarding, were checked as were planning and monitoring of teaching and learning. Pupils' work was scrutinised, particularly their writing. Joint observations and reviews of the learning environment were carried out with senior staff. Account was taken of the 82 questionnaires completed by parents, 20 questionnaires completed by staff and 100 questionnaires completed by pupils in Key Stage 2.

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

- the effectiveness of leaders and managers at all levels in monitoring and evaluating the school's provision and bringing about sustained improvement in outcomes
- the effectiveness of actions taken by the school to improve achievement in writing
- the effectiveness of actions taken by the school to improve attainment in mathematics, with a particular focus on girls.

## Information about the school

Southfield Park is an oversubscribed average-sized school. Since the last inspection, the number of pupils on roll has increased almost threefold. This is because the school opened in 2003 and only now has its full complement of classes, with one class in each year group, except in the Reception classes, where there are two. Extensive building work is about to begin to accommodate pupils as the school doubles in size over the coming years. The proportion of pupils known to be entitled to free school meals is low. About one third of pupils are from minority ethnic groups and although around a quarter of them are identified as learning English as an additional language, none are at an early stage of learning English. The proportion of pupils with special educational needs is below average. Their needs include learning, behavioural and emotional needs and physical disabilities.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Southfield Park provides its pupils with an outstanding education. Pupils achieve well because teaching and learning are at least consistently good and they enjoy an exciting, creative and meaningful curriculum. Attainment is above average, and exceptionally high in reading. Behaviour is excellent, pupils feel very safe and they adopt very healthy lifestyles. The pupils' very high level of enjoyment in their learning is reflected in their well above average rates of attendance and very good punctuality. Taking all of this into consideration, pupils are exceptionally well prepared for their future lives. They particularly commented on how much they learn. One pupil typically said, 'Every teacher is very kind and respectful towards me. The lessons we have are always made fun but we learn a lot!'

The school has built upon the good performance reported at its last inspection because it has an experienced, knowledgeable headteacher and other very effective leaders and managers, who are not complacent. They constantly strive to make the school even better by rigorously and accurately evaluating its performance on a regular basis. They have responded well to the varying needs of the different year groups in the school. The staff are a cohesive team. Responsibility for school improvement, including the development of teaching and learning, is widely shared. This is at the heart of the school's success. Because of these factors, capacity for further improvement is outstanding.

Children's starting points are usually in line with expectations, although there are variations in year groups. In some years, children start with skills in speaking and listening and in reading and writing below those expected. Real strengths of the school are the way that it tracks each pupil's progress and the support and challenge it provides for those pupils identified as underachieving or needing help to catch up with their peers. The tracking of groups is highly sophisticated and very specific to the school. For example, in one year group, the school is tracking an exceptionally large proportion of summer-born pupils and in another year group, boys who are underachieving in writing. The actions taken by the school to improve girls' attainment in mathematics are beginning to close the gap in attainment with boys. Strategies such as 'no hands up' ensure very well that all pupils are ready with answers to questions posed by the teacher and this is developing girls' confidence to answer questions in class. Giving girls opportunities to problem-solve in real-life mathematical situations is also having a positive impact on attainment. Actions taken by the school to improve achievement in writing are also being successful although there are still a small minority of boys who need to catch up, particularly in Year 5.

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The school has correctly identified its contribution to community cohesion as an area to improve in its school development plan. It has been particularly successful in developing a very cohesive local school community, with its pupils having diverse socio-economic, ethnic and religious backgrounds. However, links with global and national organisations are not sufficiently well developed.

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

- Improve pupils' understanding of how others view the world, by developing links globally and with other parts of the United Kingdom by July 2011.

## Outcomes for individuals and groups of pupils

**1**

Pupils achieve well because they thoroughly enjoy learning. Participation in lessons is excellent because teachers use good strategies to involve all pupils in learning and pupils have excellent attitudes to their work. Learning partners are a strong feature of all lessons and consequently pupils are developing their speaking and listening and reasoning skills very well. Pupils work very well independently, in pairs and particularly well in teams. Their skills of collaboration are excellent. They enjoy practical activities, which challenge them to demonstrate their understanding and to explain to others what they know. For example, in a geography lesson in Year 6, pupils physically demonstrated how oxbow lakes are formed and explained this very well to other pupils. There is usually no significant difference in achievement between different groups of pupils. Variations in attainment between more able girls and boys in mathematics have reduced because of the actions taken by the school. The achievement of some boys in writing in Year 5 remains a school priority.

The vast majority of pupils are adamant about how safe they feel at school. They particularly value the 'bubble system', where they put their bubble on the desk of any adult to request a conversation with them if they are worried about anything. Pupils are very active. Younger pupils mentioned that they enjoy ballroom dancing as part of their topic, and older pupils are keen participants in a range of sporting activities, including a recent competitive football match. Pupils are enthusiastic school council members, and chose to name the newly-formed school houses after the wards of the borough. This provided an excellent opportunity for local councillors to visit the school and for pupils to learn how local democracy works. Opportunities for the oldest pupils to participate in activities such as 'The Apprentice' and to develop their own yearbook mean that they have meaningful tasks through which they can apply their basic skills, take on responsibility and make decisions. Pupils respond well to opportunities to reflect, as was seen in an assembly on St. David's Day.

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*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>   | 2        |
| 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>1</b> |
| <b>Pupils' behaviour</b>  | <b>1</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>1</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>1</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 1        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Relationships are excellent and consequently pupils learn in harmonious classrooms. A strength of lessons is the way that teachers make clear to pupils what they are learning and what the expected outcomes at the end of the lesson are. Constant checks on pupils' understanding mean that learning takes place at a good pace. On a very few occasions, teachers plan too much for a lesson. Good use is made of interactive whiteboard technology to bring lessons alive with slides and video. For example, to improve boys' writing, video clips are being successfully used as a stimulus for writing. Pupils make good use of the school's learning platform, so that they can continue learning at home. Rigorous moderation systems are in place to ensure that assessments are accurate and this information is used exceptionally well to meet pupils' needs in class and in small group work. The curriculum is very well planned to provide many opportunities for pupils to apply their basic skills. Subjects are linked together creatively. The curriculum provides memorable experiences for pupils; for example, the whole school visited the National Gallery together, and this was particularly exciting for those pupils who had not visited a gallery before. Another strength of the curriculum is the specific groups set up to address particular needs. For example, there is an invitation-only club for pupils who need to develop their fine motor skills, called 'Fun with Fingers and Feet' and an information and communication technology group for gifted and talented pupils only. The school's vision of 'A caring school where all children are happy and well motivated' is the true picture. The school knows its pupils and their families extremely well and often goes the extra mile to show how much it cares. For example, in happy and sad times, the

<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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school will often send a card to a family to show that it is thinking of them.

Transition arrangements when pupils move from one key stage to another are very good and every effort is made to ensure that pupils settle well. In particular, the school is working hard to support Year 6 pupils, from being the oldest pupils in the school, in their transition to secondary school. Support for pupils with special educational needs, taking specialist advice where necessary, is very good leading to often exceptional outcomes. Expert advice has confirmed to the school that pupils learning English as an additional language are being provided for well in school.

*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  | 1        |
| <b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b> | <b>1</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The headteacher’s vision is extremely well understood by the whole school community and is evident everywhere. Widely shared responsibility for leadership and management is very effective in ensuring consistency in the quality of provision throughout the school. Self-evaluation is part of all that the school does and leads to very well-focused, measurable objectives in its development plan. The governing body is well organised and supportive of the school. It keeps close checks on the school’s performance and has recently improved monitoring procedures so that its foci are closely linked to school priorities rather than being subject based. Procedures for safeguarding are good and all statutory requirements are in place. The school has excellent links with parents, who are fully involved in their children’s development. For example, ongoing dialogue, opportunities to discuss pupils’ progress and reporting arrangements give parents a very clear picture of their child. Partnerships are excellent. In particular, the school shares its good practice with other schools in several different ways. For example, two teachers are involved in a major project that will help other schools develop the way that they use assessment information to promote better learning. Discrimination is not tolerated and all pupils are given the best opportunity to develop as well as possible. A key priority that remains is the development of links with other communities nationally and internationally although the school itself is a diverse community.

*These are the grades for leadership and management*

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

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>1</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 1        |
| <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>1</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</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>2</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>1</b> |

## Early Years Foundation Stage

Parents and carers are very positive about the school's arrangements for the admission of their children. Children are very well settled and routines are clearly established. The school explains well to parents and carers how their children will learn through play and oral and practical activities, and how 'plan, do and review' sessions give children good opportunities to reflect on what they have learnt.

Children benefit from good-sized classrooms and outdoor learning in most weathers. The outdoor area is covered, although rather small, as some of the outdoor area has now been used to install the temporary classroom. Teaching is consistently good, and children engage very well with their learning and make good progress. By the end of the year, attainment is usually above average, although there are variations from year to year in children's literacy skills. Staff have recently overhauled planning to ensure that children have even more opportunities to make choices and gain the confidence to investigate for themselves. Adults develop children's language skills well through good questioning and modelling of language and through opportunities for children to role-play situations.

Very knowledgeable leadership has set the tone for improvement. Teamwork is very well developed. Assessment is good and children's records, using a range of evidence, including photographs, are kept diligently. These are used effectively to plan the next stages of learning. Welfare provision is very good with all statutory requirements met.

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

**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

|  |          |
|--|----------|
| <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 | 1        |

## Views of parents and carers

About one quarter of the pupils’ parents returned questionnaires to the inspection team. In general, parents are very positive about the school. Their main areas of concern relate to how the school communicates with them and keeps them informed about their children’s progress. The inspection team has no evidence to support this view as the school has good systems in place.

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

Ofsted invited all the registered parents and carers of pupils registered at Southfield Park 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 58             | 71 | 24    | 29 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 68             | 83 | 14    | 17 | 0        | 0 | 0                 | 0 |
| The school informs me about my child’s progress   | 38             | 46 | 37    | 45 | 7        | 9 | 0                 | 0 |
| My child is making enough progress at this school   | 44             | 54 | 32    | 39 | 4        | 5 | 1                 | 1 |
| The teaching is good at this school   | 61             | 74 | 20    | 24 | 1        | 1 | 0                 | 0 |
| The school helps me to support my child’s learning  | 43             | 52 | 33    | 40 | 6        | 7 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 45             | 55 | 33    | 40 | 2        | 2 | 2                 | 2 |
| 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) | 31             | 38 | 39    | 48 | 2        | 2 | 0                 | 0 |
| The school meets my child’s particular needs  | 46             | 56 | 30    | 37 | 6        | 7 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 45             | 55 | 31    | 38 | 6        | 7 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 25             | 31 | 46    | 56 | 7        | 9 | 0                 | 0 |
| The school is led and managed effectively   | 54             | 66 | 24    | 29 | 4        | 5 | 0                 | 0 |
| Overall, I am happy with my child’s experience at this school   | 59             | 72 | 21    | 26 | 2        | 2 | 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 all 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"> <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 pupils' 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.**

1 March 2010



Dear Pupils

### **Inspection of Southfield Park Primary School, Epsom KT19 8PF**

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking with you. You go to an outstanding school. Here are some of the things, which are good or better about your school:

- You achieve well and your academic standards are above average, particularly in reading. This is because you benefit from consistently good teaching and you have excellent attitudes to your learning. Your school keeps a very close eye on how you are progressing so that if you need extra help or challenge, it can provide it.
- You have an excellent understanding of how to stay safe. You know who to talk to if you are worried about anything by using your bubble system.
- Your behaviour is excellent and you are developing good personal skills.
- You come to school regularly and on time.
- You know how to stay healthy and enjoy a wide range of physical activities.
- You enjoy a very stimulating and interesting curriculum. You enjoy all the clubs that your school provides.
- Your school has very good links with other organisations to help you to learn well.
- Adults in your school care for you very well and know your families well.
- Your headteacher, staff and governing body have very good plans to improve your school.

We have asked your teachers to help you to learn about how other people live in other countries and in other parts of the United Kingdom. This would mean that you would learn, for example, about cultural things, like art, dance and music and about people's beliefs.

We would like to send you our best wishes and hope so that you continue to enjoy school and to do your best.

Yours sincerely

Beryl Richmond  
Lead Inspector

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