



Southfield Park Primary School

Inspection Report

Unique Reference Number 133721
Local Authority Surrey
Inspection number 282345
Inspection dates 14–15 November 2006
Reporting inspector Ian Wilson

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

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|---|--------------------------|-------------------------|--------------------|
| Type of school | Primary | School address | Long Grove Road |
| School category | Community | | Epsom |
| Age range of pupils | 4–8 | | KT19 8PZ |
| Gender of pupils | Mixed | Telephone number | 01372 743104 |
| Number on roll (school) | 119 | Fax number | 01372 729436 |
| Appropriate authority | The governing body | Chair | Mrs Julia Kirkland |
| | | Headteacher | Mrs Jane Fairbourn |
| Date of previous school inspection | Not previously inspected | | |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Southfield Park Primary School is a one form entry school that opened in 2003. At the time of the inspection the oldest pupils were Year 3. The school serves a mixed residential area. The percentage of pupils from minority ethnic backgrounds is above average. The proportion of pupils with learning difficulties is similar to that in most schools. Fewer pupils than usual are entitled to free school meals.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Southfield Park is a good school that has become justifiably popular with parents since it first opened three years ago. 'We can highly recommend this school' was a typical comment made by a parent.

Pupils' personal development is good overall and the school very successfully develops pupils self esteem, confidence and interpersonal skills.

Outstanding teaching in the Foundation Stage gives children an excellent start and they make very good progress in all areas of learning and exceed the goals expected of them by the time they enter into Year 1. Consistently good teaching in Years 1 and 2 ensures that pupils continue to make good progress and, by the end of Year 2, they attain standards that are above average in mathematics and very high in reading and writing. The exceptional level of care and extensive opportunities for involving parents make a very valuable contribution to pupils' learning and development and the pupils themselves clearly enjoy learning.

The success of the school is due to the very effective leadership of the headteacher. She has established a shared vision for the school and there is a high level of enthusiasm and motivation amongst the staff. Governance is very strong. The commitment of all staff and governors is ensuring that the school is continuing to improve, for example by developing the curriculum to help improve progress in writing. The school recognises the need to develop the monitoring and evaluation role of subject leaders and the monitoring of standards in subjects other than English and mathematics.

What the school should do to improve further

- Develop the monitoring role of subject leaders including the monitoring and evaluation of provision and standards in the foundation subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children start school with above average skills in some areas of learning, but average in communication, reading, writing and mathematical development. They make very good progress during the reception year and most pupils exceed all the goals expected of them by the end of the year. They continue to progress well during Years 1 and 2 and by the end of Year 2 they attain standards that are above average in mathematics and very high in reading and writing. Over half of the pupils reached the higher level in the national tests at the end of Year 2 in 2006. Pupils with learning difficulties and disabilities and those with English as an additional language all make good progress.

Personal development and well-being

Grade: 2

A very strong emphasis is placed on personal development by the school and pupils' spiritual, moral, social and cultural development are all good. Pupils behave well, look after each other and feel well supported by their teachers. Strong relationships are evident throughout the school. The school places considerable emphasis on developing pupils' self esteem and is very successfully developing their confidence and interpersonal skills. All pupils say they enjoy school and this is confirmed by their parents.

The needs of individuals and different groups of pupils are recognised very well. For example, opportunities to take responsibility are not limited to the oldest pupils in the school in Year 3. All pupils are members of class councils, can join the school council and Year 2 pupils act as playground buddies and show visitors around.

Pupils know about the importance of healthy lifestyles and have made suggestions about improving lunches. They know about how to stay safe, for example, what to look out for when cycling, and more recently, using fireworks safely. They develop good skills in literacy and numeracy and are competent users of information and communications technology (ICT). Attendance is above average following effective action taken by the school to reduce absence.

Quality of provision

Teaching and learning

Grade: 2

Teaching overall is good and it is outstanding in the Foundation Stage. Teachers are enthusiastic and motivate and manage their pupils well. Planning is good and interesting activities are provided for pupils, particularly in the reception class. 'Learning is fun' commented one pupil in Year 3. For example, in a Year 2 religious education activity, pupils took it in turns role playing a biblical character. They dressed for the part and other pupils asked questions. They clearly enjoyed this and it helped develop their speaking and listening skills.

Pupils generally maintain their concentration well although this can lapse when they have been sitting listening for some time. They get on with tasks well when they are working in groups and individually. Their behaviour in lessons is good.

Activities are generally well matched to pupils' needs. Teaching assistants are deployed well and make a valuable contribution to supporting pupils who need additional help and to teaching different activities, for example art work, focussing on 'relationships and mood', in one class, which led to some good quality drawings. The use of ICT to support learning is satisfactory.

Marking is systematic and gives targets and guidance on how to improve. Pupils find the targets helpful but do not always respond to written comments.

Curriculum and other activities

Grade: 2

The curriculum overall meets the needs of pupils well. In the Foundation Stage, the variety, creativity and challenge of activities are excellent. In years 1 and 2, the curriculum provides good progression in knowledge and skills and builds well on learning in the reception class through its thematic approach which links subjects well. In history, for example, work on Stuarts and Tudors was linked to music, through learning and singing Tudor songs. Thinking skills are actively developed, for example, pupils discussed in history how they knew whether things were true or not.

The curriculum is enhanced by regular visits in all classes, linked to topics being studied. French, music and residential opportunities for older pupils also make a valuable contribution to the range of learning opportunities. Many pupils enjoy the variety of lunch-time and after-school clubs provided for them.

Care, guidance and support

Grade: 1

The school provides an exceptional level of care, guidance and support for pupils and this contributes substantially to pupils' learning and personal development. All pupils are known very well, enabling support to be well targeted. The school is very proactive and successful in involving parents in their children's education. The induction of pupils to the reception class is very good and the oldest pupils were well prepared when they moved from Year 2 to 3 at the start of this year.

Pupils who are at risk are identified and very well supported by school staff and by outside specialists where necessary. Arrangements for ensuring the health and safety of pupils are secure and all statutory requirements are met. The monitoring of pupils' academic progress is systematic.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's strong, effective and caring leadership has been pivotal to the successful development of this new school. She has thought through well the particular challenges and complications of developing a new school. As a result her vision for a school in which pupils develop well personally, enjoy learning and are challenged to achieve is shared by all staff and is being successfully implemented. Staff are motivated, relationships are strong and there is a 'can do' culture in the school to which all contribute. Good systems ensure that the school runs smoothly. The school has a good capacity to continue to improve.

There is good monitoring by the headteacher of the work of the school and the school's judgements of its effectiveness in the different areas of its work are accurate. Subject leaders are effectively involved in developing their subjects.

The development of their monitoring and evaluation role and the monitoring of standards in subjects other than English and mathematics, which are not yet in place, are priorities in the current school improvement plan.

The development of the new building, accommodation, and resources have been very well managed. Staff are well deployed to ensure that each is working to his or her strengths whilst developing further professional skills.

Governance is very strong. Governors are supportive, knowledgeable of the school's strengths and weaknesses and make a valuable contribution to the work of the school.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The quality and standards in the Foundation Stage | 1 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | NA |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 2 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

You may remember that I recently came to visit your school. I really enjoyed my visit and meeting you, your teachers and other people who work in the school. I am writing to let you know what I found out.

Firstly, I would like to say that I think that your school is a happy school and I was very impressed with the way everyone gets on well together and with your behaviour, which I thought was very good. I think that the school is very good at developing you as a person, which is really important for later life.

You work hard and learn well and it is clear that your teachers help you to all achieve high standards and those of you who need extra help are given good support.

I think that your school is well run by your headteacher and that you are very well looked after by your teachers and other staff. Your school is very good at working with your parents so that they know how well you are doing and know what they can do to help you with your learning. It has good plans to develop further and is good at checking what it is doing well and monitoring how well you are achieving in mathematics and English. I agree with your teachers that they need to check your progress in other subjects as well, and that all teachers, as well as your headteacher need to be involved in doing this.

Finally, I hope that you continue to enjoy school.

Yours sincerely

Ian Wilson

Lead inspector