

A Evidence base

The reviewer co-observed (with head and deputy) all classes, including the teaching of English, mathematics and phonics. The reviewer heard pupils read and further observed children at break and lunchtime. Discussions were held with the senior team in relation to the new Ofsted framework, and feedback to staff was given with a focus on the 2012 Teachers' Standards.

Safeguarding arrangements were not checked; nor meetings held with governors. Parents' views were not sought. These aspects remain important in the new inspection framework.**

As agreed, and to help the school focus on the new Ofsted terminology, this report closely references the new framework.

B Overall judgements

Southcote Primary is a good school because:

- Pupils benefit from teaching that is at least good
- All pupils have highly positive educational experiences at school
- Pupils' progress is not held back by an inability to read accurately and fluently.
- The school takes effective action to enable most pupils to reach their potential
- No aspect of the school's work is less than good; above** not checked
- Deliberate and effective action is taken to promote and embed pupils' spiritual, moral, social and cultural development. There are outstanding elements in this aspect.

Southcote Primary is not outstanding because:

- Pupils are not making exceptional progress, and the school identifies that the progress of non-core pupils needs improvement
- Teaching is not outstanding.

C Good features, linked to the four key grade descriptors

Achievement

- From their starting points, the proportions of pupils making and exceeding expected progress compare favourably with national figures. Projections for 2013 and 2014 indicate a continuing upward trend. There are gaps to be closed for non-core pupils.
- Pupils read widely and often – the school has put in place a range of strategies for all pupils which are having a significant impact, including Extreme Reading!
- Pupils acquire knowledge and develop understanding securely in a wide range of subjects.

Teaching

- Teaching in most subjects is good, with examples of some outstanding practice.
- Teachers have high expectations and pupils' knowledge is deepened
- Reading, writing, communication and mathematics are taught effectively
- Teachers and other adults (strengths with teaching assistants seen particularly in phonics sessions) create a positive climate for learning: a real strength of the school
- Teachers assess pupils' learning regularly and accurately
- Support and intervention are well matched to most pupils' needs, and homework is set appropriately.

Behaviour and safety

- While pupils' attitudes to learning are not yet exemplary, they are consistently positive: another significant strength of the school
- A positive ethos prevails, in classrooms and around the building and grounds at break and lunchtime
- Behaviour is managed consistently well.

Leadership and management

- Key leaders communicate high expectations and ambition, consistently
- The senior team has an excellent understanding of the school's strengths and areas for development, and of the needs of different groups of pupils (SEN, pupil premium, high attainers) – the afternoon meeting held with these leaders demonstrated this judgement most securely.
- Well-thought-out policies ensure that pupils make at least good progress in literacy
- The school's curriculum provides effective and exciting opportunities for all pupils, another key strength of the school.

D Personal notes

What an ingenious use of every available space there is, indicating that the head and governors have deployed financial resources to maximum impact on the children. And a great swimming pool too!

Having watched the school over a number of years now, the staff, ably led, are in a positive place to secure a good judgement from Ofsted, and use that affirmation as a springboard for even better things to come.

My thanks as ever to children and staff for warm welcome, constructive dialogue, and open classrooms. Roy Blatchford. 14.9.12