

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



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Mr Simon Prebble
Southfield Primary School
Southfield Road
Bedford Park
London
W4 1BD

Dear Mr Prebble

Short inspection of Southfield Primary School

Following my visit to the school on 9 May 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in March 2014.

This school continues to be good.

You have addressed the areas identified for improvement from your previous inspection. To maintain this you have established a culture of self-evaluation. For example, your website outlines the school ethos, alongside areas you have identified for school improvement.

Pupils, teachers and leaders reflect on the impact of their own and others' work. Pupils use these skills to improve their classwork, and support the work of their peers.

Teachers receive constructive feedback following internal lesson observations. Topics for staff training are selected to match identified areas for improvement from regular and accurate school self-evaluation.

All members of the school community are made aware of the priorities for improvement. This information is shared widely, and is seen, for example, in such diverse places as the front page of the school website and the agendas for governors' meetings. Internal and external examination data is scrutinised, so that bespoke and focused whole-school improvement is planned. Leaders are very aware of the recent gaps in attainment for disadvantaged pupils.

Pupils enjoy their learning, and have an excellent attitude to their classroom activities. Teachers ensure that pupils who misunderstand classwork are supported, and mistakes are treated as learning opportunities. Pupils are constantly encouraged to participate in active learning. For example, the 'Shakespeare for

schools' project saw pupils involved in drama and high-level literacy, while preparing for a performance.

Safeguarding is effective.

The leadership team has ensured that safeguarding arrangements are fit for purpose, and records are detailed and of high quality. Leaders are fully aware of the need to keep all pupils safe, and make sure that pupils and staff receive timely guidance and advice.

Policies and procedures are followed and, where necessary, leaders enlist appropriate external support to ensure the safety of their pupils. Statutory risk assessments are carried out so that pupils' safety is managed when they are on and off site. Leaders have implemented a culture of safeguarding that protects all members of the school community.

Inspection findings

- At our initial meeting, we agreed on two key lines of enquiry that would form the basis for the inspection. The first was to look at the progress of disadvantaged pupils, as their recent outcomes were below those of their peers.
- You have rightly identified the need to improve outcomes for disadvantaged pupils as a whole-school priority. Through careful planning and review, you have introduced measures to improve outcomes for this group of pupils.
- You have concentrated your efforts on quality teaching and individual pupil support programmes. To improve teaching, you have altered your observation methods. You celebrate teachers' skills, and use identified areas for improved classroom practice to drive your staff training. Your detailed records show that this approach is having the desired effect on improving the skills of teachers, and subsequently improving outcomes for pupils.
- Regular pupil progress meetings, centred on individuals, take place. They ensure that, through quality discussions, accurate individualised support is arranged. All staff who support pupils attend, so they are aware of the precise gaps in pupils' knowledge, and can more easily address them.
- To support your intervention work you have improved the identification of underperforming pupils, and ensured that accurate assessment and curriculum plans are in place. You track and adjust interventions to ensure that their impact is positive. Recent monitoring of the progress of disadvantaged pupils has shown an improvement in their outcomes, which are now closely in line with those of their peers.
- The second line of enquiry was to assess school leaders' ability to improve pupils' writing skills. This was identified because the school had highlighted that some pupils needed to improve their writing skills and to apply them across the curriculum. Recent outcomes in writing for some pupils were below what is expected.

- Pupils place value on improving their writing skills, and they know what they need to do to improve. They told me that 'teachers help us write more interesting sentences' and that 'they help us improve our handwriting; I need to get better at joining my letters'. One example of the school promoting the importance of writing was when I observed pupils choosing to write in the playground at breaktime; they were collaborating and improving their work.
- Opportunities for writing are taken up across the curriculum. Pupils write to a high quality across different subjects, and use rich texts to support this. Pupils' writing is displayed across the school, celebrating and raising its importance. Accurate teacher questioning in books prompts pupils to write lengthy responses. In a revision class, pupils responded well to the highest expectations, and reflected well on their previous work.
- Expectations around pupils' writing are high. Independent writing is encouraged and supported through careful modelling of similar quality work. Pupils in key stage 1 write out common words in a variety of lessons. They regularly write out their spelling lists, and told me that they enjoy writing.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school's emphasis on support in writing for disadvantaged pupils in key stage 2 leads to improved outcomes that are in line with those in other core subjects.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Ealing. This letter will be published on the Ofsted website.

Yours sincerely

Jason Hughes
Ofsted Inspector

Information about the inspection

- Meetings were held with senior leaders, middle leaders and the chair of the governing body.
- The inspector held a discussion, on the telephone, with a representative from Ealing local authority.
- The views of staff were taken into account through the 29 responses to Ofsted's online questionnaire.
- The 120 responses to the Ofsted online survey, Parent View, were considered.
- Together with leaders, the inspector visited classrooms across the school.
- Pupils from Years 1, 2 and 6 were heard reading.

- School documents, including policies and safeguarding records, the school's website and governors' minutes, were scrutinised.
- The inspector reviewed work in pupils' books, and held discussions with pupils about their learning. There were 138 responses to Ofsted's survey for pupils.