

# Inspection of Southwood Primary School

Keppel Road, Dagenham, Essex RM9 5LT

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Inspection dates: 3 and 4 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

This is a school where everyone is made to feel welcome. Pupils are thoughtful and show respect to others, and they are happy and feel safe.

Leaders have high expectations for pupils' behaviour and make standards clear. Throughout the school, behaviour is sensible, and classrooms are calm, including in the early years. Pupils are encouraged to learn from any mistakes and to make amends to put things right.

Pupils are encouraged to take on various leadership roles, including as ambassadors for community and culture, reading, and health. Pupils comment that they enjoy these roles because they include everyone in making decisions. Leaders ensure that the wider curriculum develops pupils' care for their community. For example, pupils regularly take food to the local foodbank and raise money for those in need.

Staff have high aspirations for pupils. Leaders have ensured that pupils have plenty of learning opportunities and experiences. Leaders organise a range of outings to consolidate pupils' learning in class, including a residential journey to Wales and visits to places of worship and to local government buildings.

## **What does the school do well and what does it need to do better?**

Leaders have successfully strengthened the curriculum. Subject curriculums, including in the early years, are ambitious and build pupils' knowledge over time. In most subjects, the curriculum is well structured. Leaders set out what pupils should learn and when. This helps pupils to build on what they already know and remember. However, in some subjects, subject content is not taught routinely in the order that leaders have planned. Sometimes, key content is missed out from the intended sequence. This means that, in some subjects, pupils have gaps in their knowledge.

Teachers are experts in the subjects they teach. They present information clearly and address misconceptions. In most lessons, pupils recap what they have been taught previously and demonstrate what they already know. Teachers check pupils' understanding throughout the lessons. They give feedback on how to improve and provide opportunities for pupils to correct errors.

Leaders have ensured that reading is a high priority throughout the school. From Reception, children begin to learn phonics. Staff regularly check what children know and understand. This enables leaders to make sure that children receive the right support. Staff are well trained and receive continuous further training. As a result, pupils develop their ability to blend words accurately and read with fluency. Where any pupils fall behind, they are given extra support to help them to catch up.

Leaders, including those in the early years, accurately identify pupils with special educational needs and/or disabilities (SEND). They work closely with other agencies so that pupils benefit from the support of external practitioners. Leaders ensure that adaptations to learning typically enable pupils to access learning. However, curriculum thinking does not routinely set out the essential and specific content that pupils with SEND need to know and remember.

Staff have received training in understanding and managing pupils' behaviour and emotions. In the early years and throughout the school, working relationships between adults and pupils are understanding and supportive. As a result, pupils trust staff to help them whenever they are upset or worried.

Pupils are taught about relationships and respecting differences. Leaders have provided opportunities for pupils to develop their understanding of their place in the community. They have had workshops delivered by the police, fire service and experts in dealing with hostility and prejudice. Pupils are encouraged to contribute to their local area, acting, for example, as eco-ambassadors, visiting care homes and by taking responsibility for the upkeep of certain areas in the school.

The governing body provides effective support and challenge to leaders. It utilises the expertise of members to scrutinise and hold leaders to account. It works alongside leaders to ensure that the right priorities are identified and addressed. The governing body checks that agreed actions are delivered and secure the desired impact.

Staff comment that the changes leaders have made to their workload have been helpful. They say leaders are supportive and considerate of their health and well-being. They appreciate the training they have received, working with other schools and with other experts.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding and pupils' well-being are prioritised by all staff. Leaders have embedded a culture of shared responsibility. Staff have had training on how to identify potential risks and know how to raise concerns. Issues are followed up promptly by leaders. Leaders are tenacious in ensuring that the right support is in place for pupils and their families.

Leaders know the school's local safeguarding needs well. They draw upon the support of experts from within the community to encourage pupils to keep themselves safe online and outside of school.

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

### **(Information for the school and appropriate authority)**

- For pupils with SEND, the essential knowledge that leaders want pupils to know and remember is not routinely defined or explicit. This results in some pupils with SEND missing key components of knowledge or skills. Leaders should ensure that curriculum thinking specifically sets out what they want all pupils to know and be able to do.
- In some subjects, where teaching does not typically follow the sequenced curriculum thinking, pupils do not routinely know and remember more, or they have gaps in understanding. Leaders should ensure that all subjects are taught in line with the sequence of intended learning so that component knowledge builds progressively, ensuring pupils know and are able to do and remember more over time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	131845
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10268272
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	635
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jamie Goate
<b>Headteacher</b>	Scott Halliwell
<b>Website</b>	<a href="http://www.southwoodprimary.co.uk/">www.southwoodprimary.co.uk/</a>
<b>Date of previous inspection</b>	10 and 11 July 2019, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative providers.
- The school operates and manages a breakfast club and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed the impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and history. These involved discussions with senior leaders, curriculum leaders and subject teachers. Inspectors also made visits to lessons, scrutinised pupils' work and spoke to pupils about their learning across a wide range of subjects.

- Inspectors held meetings with the headteacher and other leaders and staff, including curriculum leaders, teachers, and support staff. The lead inspector met with a local authority representative and members of the governing body.
- Inspectors met with leaders responsible for reading and listened to pupils read.
- Inspectors met with the school leaders with responsibility for safeguarding and those responsible for the school's record of pre-employment checks. Inspectors reviewed policies and documents. They also looked at the school's website and other documents.
- Inspectors explored and gathered evidence on the school's wider curriculum offer, the impact of pupils' behaviour and attendance on learning, and how leaders are driving improvement and supporting staff with their workload.
- Inspectors met with pupils and talked to them throughout the inspection. They asked questions to understand their views of the school. Inspectors also spoke to staff.
- Inspectors reviewed and considered responses to Ofsted's online surveys for pupils, parents and staff.

### **Inspection team**

Kieran Bird, lead inspector	His Majesty's Inspector
Pamela Fearnley	Ofsted Inspector
Lorraine Slee	Ofsted Inspector
Dawn Titus	Ofsted Inspector
Jo Jones	Ofsted Inspector

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