

Inspection of Southway Primary School

South Way, Bognor Regis, West Sussex PO21 5EZ

Inspection dates: 1 and 2 March 2022

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

What is it like to attend this school?

This is a friendly and vibrant school. Pupils enjoy their learning, and teachers make lessons interesting. Pupils appreciate that their individual talents are recognised and developed. They know their teachers have high ambitions for them, which encourages them to work hard and aim high.

The school's values, known as the 'Southway Seven', are an important part of school life. Pupils talk about the importance of being honest, kind and respectful and understand how this creates a better environment for everybody. If pupils are unkind to each other, staff help them to understand and resolve their differences. Bullying is uncommon and never tolerated.

Pupils and parents talk highly of the school. One parent summed up the views of many by saying: 'There have been many improvements at school. The children want to be there, want to learn and want to do well. My child is very happy at this school, and I actively recommend Southway to other parents.'

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

Leaders have put an ambitious curriculum in place. They have thought in detail about what pupils should know in all subjects from the early years through to Year 6. They have identified that some pupils have gaps in their learning as a result of the pandemic. To help address this, they have reduced the amount that pupils will learn in a few subjects and year groups. These changes to the curriculum are temporary.

Teachers check regularly what pupils have learned and identify gaps in their knowledge. They use this information to help them plan the lessons that follow. They consider pupils who require additional help and then make sure this is available. This approach usually works well for pupils with special educational needs and/or disabilities (SEND). However, sometimes, the needs of these pupils are not identified as precisely as they could be. In these cases, the support that pupils receive is less beneficial.

Leaders have made sure that reading is a priority. Pupils enjoy visiting the school's library to change their books or to read independently. Pupils begin learning to read from the moment they start school in the early years. Leaders ensure that teachers and teaching assistants are trained well in how to teach reading. If pupils fall behind, they receive regular and effective support to help them catch up. Leaders have identified that some of the resources used to teach reading could be improved, and they are in the process of doing this.

Pupils' behaviour in school is typically calm and orderly. They focus on their work in lessons and enjoy taking an active role in their learning. When pupils occasionally lose concentration, teachers address this quickly and effectively in line with the school's policy. Strong routines are taught from the early years where pupils are

helped to develop greater independence. Leaders have put support in place for pupils with particular behavioural needs and this is having a positive impact.

Pupils benefit from a range of opportunities to explore their individual interests through clubs. These include musical, academic, sporting and well-being related activities. In their personal, social and health education, pupils learn about life in modern Britain. They are knowledgeable about how to stay safe and also how to form healthy relationships. Leaders encourage pupils to take an active role in their school by applying for positions on the student council or other leadership roles. These opportunities help pupils to become more confident and encourage them to take pride in their school.

In improving the school, leaders have made the development of staff their priority. They have drawn on support from the multi-academy trust (MAT) to provide high-quality training, coaching and support for teachers. Teachers deliver subjects with confidence because their training equips them with strong subject knowledge. Representatives of the trust support and challenge leaders effectively. Governors are knowledgeable about their roles. They ask questions and challenge leaders about the pace of improvements. They have confidence in the school's leaders but also check that leaders' work is having the desired impact.

Safeguarding

The arrangements for safeguarding are effective.

Leaders rightly ensure that safeguarding is a high priority in this school. They make sure that staff receive regular training and updates. There is a vigilant safeguarding culture in the school. Staff report any concerns readily, and leaders take effective action. This includes providing support within the school, as well as close work with external agencies.

Pupils learn about the importance of keeping themselves safe. This work includes learning about their behaviour, relationships and use of technology.

Leaders ensure that the required pre-employment checks are carried out for new staff. Records are well maintained and kept up to date.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the resources used to teach reading are not chosen carefully enough. As a result, some pupils' learning is not, at times, as strong as it could be. Leaders should make sure that the resources used to teach reading are of consistently high quality and well selected to meet pupils' needs.
- Leaders have planned a broad and rich curriculum in every subject, but not all of this is being delivered currently. Leaders have plans to restore the full curriculum

quickly, and they should continue to implement these. For this reason, the transitional arrangements have been applied.

- The needs of some pupils with SEND are not identified and met precisely enough. This includes some pupils with social, emotional and mental health needs. Leaders are in the process of reviewing the support for these pupils. Leaders are rightly providing additional training for staff about how to meet the needs of pupils with SEND. They should continue with this work. For this reason, the transitional arrangements have been applied.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	138413
Local authority	West Sussex
Inspection number	10211710
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	553
Appropriate authority	Board of Trustees
Chair of trust	Yasmin Bevan
Principal	Mike Wood
Website	www.southwayprimary.co.uk
Date of previous inspection	15 and 16 May 2018, under section 5 of the Education Act 2005

Information about this school

- The school has an on-site nursery provision
- The school uses one unregistered alternative provider

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives into these subjects: reading, mathematics, history, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to leaders about the curriculum in some other subjects.

- Inspectors judged the effectiveness of the school’s safeguarding procedures. They scrutinised records, including the single central record, and spoke to staff, governors, parents and children about this aspect of the school’s work.
- Inspectors met with leaders about a range of other areas, including pupils’ personal development, SEND, behaviour and attendance.
- Inspectors met with governors, trustees and representatives of the MAT to discuss their leadership of the school.

Inspection team

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