

# Inspection of South View Community Primary School

Postland Road, Crowland, Peterborough, Lincolnshire PE6 0JA

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Inspection dates: 14 and 15 November 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?**

Pupils, staff, governors and parents and carers work as one to make this school such a lovely place to work and to learn. Pupils feel safe and valued in this warm, nurturing environment. It truly is a place where 'children are at the heart of everything.'

Being respectful is one of the school's 'HEART' values. Pupils demonstrate this quality in lessons and on the playground. They understand why respecting others is important. Pupils have a strong sense of fairness and what is right and wrong.

Pupils behave well. They are polite and cheerful. Pupils like going to school and spending time with each other. They enjoy the extra-curricular activities on offer at South View, such as cookery club and STEM club, and all the sports competitions the school participates in.

Pupils are proud of their school and where they live. Pupils love their school meals. They describe them as healthy and delicious. The Year 6 pupils who serve at the salad bar are always busy. They enjoy learning about the history of their local area. They look forward to performing at Crowland Abbey.

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

The school's curriculum is ambitious. There is an exact order to what pupils need to know in all subjects. The school has ensured that the early years curriculum builds children's knowledge and skills in small steps. The early years curriculum prepares children well for learning in key stage 1. However, in some subjects, pupils do not remember the key content set out in the curriculum. They sometimes remember activities from past lessons rather than the important knowledge they will need to use again.

Children begin to learn letter sounds as soon as they start in Reception. Staff teach phonics well. They use the same terminology and strategies so that pupils become familiar with them. For instance, pupils automatically know to look for sounds made by more than one letter before they try to read new words. Staff show pupils how to read with fluency and expression. They encourage pupils to sound out and blend letter sounds in their head. The books that pupils in the early stages of learning to read take home are matched to the letter sounds they know. Older pupils like answering quiz questions about the books they read. Pupils know that reading in their own time is good for them. As Year 6 pupils commented, 'There are so many worlds to discover in books.'

Staff have good subject knowledge. They explain things clearly. They model what pupils need to do. No matter what lesson it is, staff look to develop pupils' language skills. The vocabulary that pupils need to know has been planned carefully in all subjects. As a result, pupils use precise, technical terms accurately and confidently.

However, staff do not always check closely enough on pupils' progress in lessons. This means that misconceptions sometimes go unnoticed. Pupils are sometimes moved on to more demanding work too soon or too late.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND). It ensures that pupils with SEND get the help and guidance they need to make progress. Support plans are precise. The school ensures that pupils with SEND can take part in all the things South View has to offer. Parents of pupils with SEND recognise and appreciate the care and support provided for their children.

Equipping pupils for their future lives is a priority for the school. As part of their personal, social, health and economic (PSHE) education lessons, pupils learn about the importance of respect and consent. They gain a good understanding of how to lead healthy lives. Pupils know why they should exercise regularly and what it means to eat well. Year 6 pupils really enjoy learning how to make healthy meals at cookery club. The school makes sure that all pupils can attend this club when they are in Year 6. Staff teach pupils how to care for the environment. Pupils are passionate about caring for the planet.

The school is well led. The school has identified the right next steps for further development. Governors check closely on all aspects of the school's work. They provide effective support and challenge. Staff and parents are unanimous in their praise for South View. Everyone is pulling in the same direction at this happy, vibrant school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some lessons, teachers do not check closely enough on what pupils know and can do. This means that pupils are sometimes moved on to more demanding work too soon or too late. The school must sharpen the use of formative assessment, checking on progress closely in lessons and moving pupils on to new content when they are ready.
- In some subjects, pupils do not remember the important knowledge they have been taught. This prevents pupils from building on what they have already covered and deepening their understanding. The school must ensure that teachers systematically revisit the key content pupils need to retain, helping them to remember it over the long term and use it again.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120406
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10288315
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Weston
<b>Headteacher</b>	Joanne Tomlins
<b>Website</b>	<a href="http://www.southviewprimary.co.uk/">www.southviewprimary.co.uk/</a>
<b>Dates of previous inspection</b>	19 and 20 November 2019 under section 5 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history, art and design and physical education (PE). For the deep dives, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.

- Inspectors also considered the curriculums for writing, science, geography and computing, and spoke to pupils about their learning in these subjects.
- Inspectors met with the headteacher, the deputy headteacher, senior leaders, subject leaders and a sample of teaching and support staff. Inspectors met with the leaders with responsibility for pupils with SEND, behaviour and attendance, and personal development.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, the school development plan, and documentation relating to pupils' behaviour, attendance, and governance.
- The lead inspector listened to a sample of pupils in Years 1, Year 2 and Year 3 read to a familiar adult. Inspectors met with groups of pupils from across the school.
- The lead inspector met with governors, including the chair of the governing body. He also spoke with representatives of the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of the Ofsted staff survey.

## Inspection team

Shaun Carter, lead inspector	His Majesty's Inspector
Cat Thornton	Ofsted Inspector
Shazia Lydon	Ofsted Inspector
Halil Tamgumus	Ofsted Inspector

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