

Southfield School

Gipsy Lane, Wokingham, Berkshire RG40 2HR

Inspection dates

2–3 March 2016

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Require improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not been successful in creating a culture where staff work together for the benefit of pupils. There is too little focus on the curriculum and so pupils' needs are not catered for well enough.
- Leaders' evaluations of the school's effectiveness are inaccurate and too generous, because they are too willing to overlook key weaknesses in the school's performance.
- The effectiveness of senior leaders is weak. Some leaders do not have the skills that are needed to bring about improvement. Staff appraisal has not ensured that staff are managed effectively. Absence in key leadership positions means that the capacity to bring about improvement is poor.
- Governors have not challenged leaders about the right issues. There has been too much focus on managing pupils' behaviour and not enough on meeting their learning needs. Governors have not responded well enough to the concerns raised by staff.
- Pupils are not safe. The school site is not secure and current systems do not adequately reduce the risk of pupils becoming seriously hurt. Leaders' plans to resolve this have been too slow to be implemented.
- The quality of teaching requires improvement. There are inconsistencies between departments in the secondary phase. Some teachers do not ensure that pupils receive the level of challenge they need to make suitable progress in their learning.
- In some lessons, pupils are insufficiently engaged because work is not challenging or interesting enough. When this is the case, their attitudes to work are poor.
- The curriculum does not meet the needs of the most challenging pupils the school serves. Recent initiatives to address this are underdeveloped and ineffective.
- Exclusions are too readily used to respond to some pupils' challenging behaviour. This means the number of exclusions is much higher than is typical and increasing.
- Pupils' outcomes require improvement because they are not making enough progress overall, and there are too many inconsistencies in the progress of different groups. Those who can access the curriculum do very well and make strong progress; however, those with complex needs do not learn as much as they should because they are not offered suitable experiences.

The school has the following strengths

- Some teaching is of high quality, for example in mathematics, food technology, art and the humanities in the secondary phase. The primary phase is very effective.
- The principal, with support from other leaders, has taken effective steps to improve attendance.

This page is intentionally left blank