

Inspection of a good school: Loughborough Primary School

Minet Road, Brixton, London SW9 7UA

Inspection dates:

13 and 14 March 2023

Outcome

Loughborough Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a happy school where pupils learn to work hard, take responsibility, and look after each other. Leaders place a strong focus on supporting pupils in becoming active citizens. For example, pupils have created social change projects, designed an art installation for an environmental charity, and raised money for the Brixton Soup Kitchen. There are several opportunities for pupils to become leaders. They are proud of the work of the school council to address food waste and fundraise for good causes.

Leaders have designed an ambitious curriculum that prepares pupils very well for later learning. Pupils are expected to behave well and work hard, which they do, producing work of high quality in different subjects.

Leaders have created clear routines to support pupils' learning, and this starts early on with children who arrive in Nursery and Reception. Pupils value their lessons and treat each other kindly. Bullying is uncommon. On the rare occasion that it does occur, leaders are quick to respond and resolve issues. This means that pupils feel safe and are kept safe in school. They are confident to share any concerns that they may have with adults because professional relationships are strong.

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

Pupils learn a broad and ambitious curriculum. In each subject, leaders have identified key concepts and vocabulary that pupils need to learn. They have sequenced these carefully to make sure that pupils revisit and develop their knowledge of them over time. For example, in history, pupils learn about concepts such as empire and settlement when they study ancient Egypt. Their understanding of these concepts is developed further when they go on to study different civilisations such as those of ancient Rome and Greece. They use their knowledge confidently to compare and contrast the features of

these historical periods. Similarly, in science, younger pupils learn and revisit key scientific ideas such as classification. Later on in the school, pupils draw on this knowledge to help them to classify less familiar animals and plants, based on their features.

Teachers have an excellent knowledge of the curriculum that they teach. Leaders provide frequent opportunities for staff training and development. Teachers are confident about the key concepts that pupils need to learn in the curriculum and how these build over time. In mathematics, for example, ideas are explained clearly. Teachers check pupils' understanding thoroughly. They know when pupils need to recap previously taught knowledge. Teachers also place a strong emphasis on developing pupils' spoken language. They support pupils to explain their thinking clearly and confidently.

Reading is a priority for all pupils. From the start of Reception, pupils learn phonics and develop as accurate, fluent, and confident readers. This is because teachers implement the agreed phonics programme consistently and precisely. They ensure that the books that pupils read are matched to the sounds that they have learned. Pupils enjoy reading and being read to. Teachers select high-quality and age-appropriate texts, which pupils are motivated to read. A team of skilled teaching assistants provides sessions for pupils who fall behind in phonics. This support enables these pupils to catch up quickly.

Leaders ensure that pupils who fall behind or those with special educational needs and/or disabilities are identified quickly. This means that additional support is put in place early on and that these pupils are supported to access the same curriculum as their peers, wherever possible.

Pupils work well together in the classroom and disruption is rare. Pupils' wider development is supported by a well-designed curriculum for personal, social and health education. Pupils learn about how to stay safe online, keep healthy, and look after themselves. The curriculum teaches them about how to spot 'fake news' and identify risks in the local area. The curriculum is enhanced through a wide range of outings, including to Sutton Hoo, the British Museum, and the Horniman Museum.

Leaders organise a wide range of workshops with external companies to support pupils' cultural development, such as the Royal Philharmonic Orchestra. There are also a range of extra-curricular activities that aim to develop pupils' talents and interests in sports, such as football, gymnastics, and horse-riding.

Staff are proud to work here, and they feel well supported. They described leaders as approachable and consultative, and value the many opportunities for development available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are closely involved in a range of local safeguarding partnerships. Through these, they share information and effective practice. As a result, they are highly knowledgeable and vigilant about local risks. They ensure that pupils learn about how to keep themselves

safe in the local area and who to speak to if they have any concerns, no matter how small.

Staff benefit from regular training, including from external specialists. This means that they understand different risks and know what to watch out for. Staff know how to report concerns and there are clear processes in place to ensure that these are followed up appropriately. This helps to ensure that pupils are kept safe.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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

Unique reference number	133584
Local authority	Lambeth
Inspection number	10255496
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair of governing body	Sarah Haines
Headteacher	Laura McPhee
Website	www.loughboroughprimarylambeth.org.uk
Date of previous inspection	17 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2020.
- Leaders use one registered alternative education provider.
- The school is part of the Brixton Learning Collaborative, a local partnership.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, history, and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning, and reviewed samples of their work.
- The curriculum in other subjects was considered as part of this inspection. Meetings were held with senior leaders and subject leaders.

- The inspector met with members of the governing body and spoke with a representative from the local authority.
- The inspector held meetings with leaders responsible for the school's safeguarding arrangements. Safeguarding records, including pre-employment checks for staff, were scrutinised.
- The inspector considered responses to Ofsted's online surveys for parents and carers, staff, and pupils.

Inspection team

Olly Wimborne, lead inspector

His Majesty's Inspector

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