

Springwood Heath Primary School

Inspection report

Unique Reference Number	104545
Local Authority	Liverpool
Inspection number	355595
Inspection dates	24–25 May 2011
Reporting inspector	Garry Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair	Mr Andrew Campbell
Headteacher	Mr Phil Daniels
Date of previous school inspection	12 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed that were taught by 11 teachers; meetings were held with the Chair of the Governing Body, members of staff and groups of pupils. Inspectors observed the school's work, and looked at pupils' assessment data and pupils' work. The school improvement plan was reviewed and a range of policies, particularly those with regard to safeguarding analysed. Questionnaires returned by 57 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all pupils, including those with special educational needs and/or disabilities, to determine whether this is leading to rapid improvement in attainment.
- The consistency of the quality of teaching and assessment across the key stages.
- The quality of care, guidance and support for all pupils and the extent to which it contributes to their personal development and achievement.
- The extent to which leaders and managers at all levels are bringing about improvement in the quality of teaching and learning.

Information about the school

This is a school of average size. It was established in 2007 through the merger of a special school and a primary school. It caters for pupils from the immediate neighbourhood of the school, but in addition provides specialist education for pupils with severe physical and medical needs from all parts of the city through enhanced resource provision. The proportion of pupils with a statement of special educational needs is consequently well above the national average. Over half of the pupils have an identified special educational need and/or disability. In addition to those with a medical need or disability, other pupils have speech and language difficulties, social and emotional issues and/or a range of moderate and specific learning difficulties. The number of pupils known to be eligible for free school meals is almost double that found nationally. The very large majority of pupils are of White British origin. The school has been recognised by a number of awards including the Basic Skills Quality Mark, Healthy School status, ICT Charter Mark and Investors in People.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. Its overall effectiveness reflects the satisfactory grade for the pupils' outcomes which reflects the low attainment of pupils at the end of Key Stage 2.

A majority of pupils enter the school with a range of skills that are exceptionally low compared to those expected of pupils at this age. Over half of the pupils in the school have special educational needs and/or disabilities. Pupils make good progress throughout the school as a result of teaching that is good overall. However, the low starting points of most pupils and the significant special needs of a majority means that the overall attainment at the end of Key Stage 2 remains low. Children make good progress within the Early Years Foundation Stage through effective provision. However, in this key stage some planned activities are not targeted precisely enough at the individual needs of children to allow them to make even faster progress. The progress of pupils with special educational needs and/or disabilities is good. This reflects the staff's detailed knowledge of their needs and the high levels of sensitive support provided. All pupils are assessed regularly and are provided with challenging targets for improvement. They, and particularly those with special educational needs and/or disabilities, are supported well in achieving these through clear advice and guidance. The advice and guidance provided to some pupils through marking is inconsistent. The curriculum is well planned to meet the diverse needs of pupils and to reflect their interests.

Pupils generally attend school regularly but the medical needs of some pupils limit their overall attendance. Pupils enjoy school and behave well in lessons and around the school. They show care and respect for each other and particularly for those who require aids for their mobility. Almost all pupils feel safe in school and all are clear that there are many adults to turn to if they face difficulties. The overwhelming majority of parents and carers who responded to the inspection questionnaire are happy with the education their child receives. The quality of care, guidance and support is outstanding. Each child is known as an individual and their needs are effectively met through the efforts of an effective team of support staff. Excellent use is made of external agencies from health and social services. The links with parents and carers are outstanding; they are kept very well informed of the progress their child is making and are exceptionally well supported in contributing to their education. The school has access to specialist services on site with designated rooms for physiotherapy and medical needs and regular access to psychotherapy.

The leadership team under the clear direction of an effective headteacher has a clear vision for the development of an inclusive school that meets the needs of all pupils well. Since the last inspection the senior staff have established thorough systems for the monitoring and review of performance. The results of this effective self-evaluation are used to plan effectively for improvement and as a result the quality of teaching, the

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curriculum, care and guidance and leadership and management have all improved. The progress of pupils overall has improved and recently there have been significant increases in the attainment of pupils. This track record of improvement together with the effective management systems illustrate that the school has good capacity for improvement despite its current level of effectiveness.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment by further increasing rates of progress through:
 - sharing the very best practice in the quality of teaching
 - improving the consistency with which marking provides detailed advice on what pupils have to do to improve
 - providing more opportunities for extended writing across the curriculum.
- Accelerate progress within the Early Years Foundation Stage by planning work to more precisely meet the learning needs of individuals.

Outcomes for individuals and groups of pupils**3**

Pupils enter the school with skills that are exceptionally low and over half have specific barriers to learning. Pupils enjoy learning and apply themselves to their lessons with enthusiasm and are keen to produce their best work. They are eager to answer questions and to share their achievements with each other, staff and visitors. In a Year 6 lesson, for example, pupils debated keenly how to produce a brochure on the attractions of Liverpool. Pupils concentrate well and willingly respond to the prompts of the staff. They behave well and minor disruptions relating to the specific needs of individuals are sensitively tolerated. Although all pupils make good progress a significant proportion fails to attain expected standards. However, many of the pupils who can access the national curriculum attain the expected levels in English and mathematics, and a small minority exceed them.

Pupils have a good understanding of how to stay healthy, showing great interest in taking exercise and eating a healthy diet. Pupils are proud of their school and willingly take on responsibilities. Individuals spoke eagerly of their work as buddies and peer advocates for younger pupils. In the school council meetings pupils eagerly contribute ideas for the development of the school and the curriculum. They are active in raising money for a range of charities. The social, moral, spiritual and cultural awareness of pupils is good. Pupils are prepared for life after school with a strong emphasis on the development of information and communication technology (ICT) skills and opportunities to take part in enterprise events. There is a particular emphasis on the development of life skills for all pupils, but particularly those with special educational needs and/or disabilities. However, pupils' low attainment and their average attendance mean that this aspect is judged to be satisfactory.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching is good overall, but some outstanding and some satisfactory teaching was also seen. In the lessons that were good or better, careful planning based on the thoroughly assessed needs of pupils resulted in an effectively planned range of activities. Good relationships, together with effective deployment of teaching assistants ensured that learning was brisk. Assessment of learning was carried out throughout the lesson and additional support and guidance provided when required. In a few lessons the work was not matched sufficiently closely to the needs of all pupils and the rate of progress was slower. There are well-established systems of assessment across the school. These are used to set challenging targets for individuals and groups of pupils. The tracking of progress is effective and results in appropriate intervention when required. Pupils generally receive good advice on how to improve their work. However, the use of marking to provide detailed advice on how to improve the work is not always evident.

The curriculum is well planned to meet the diverse needs of the pupils. Pupils are involved in the choice of themes and areas for study to deliver the key skills. There is an appropriate focus on literacy and numeracy together with ICT, but opportunities for extended writing across the curriculum are too limited. The curriculum is broad and balanced and is enriched by a wide range of visits and visitors. There is a good range of extra-curricular activities.

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Care, guidance and support are outstanding and a key feature in the success of the school. There is a strong focus on training all staff to meet the diverse needs of pupils. The school provides a warm and welcoming ethos for pupils and visitors. Pupils are known exceptionally well and there is a clear and effective focus on meeting individual needs. Pupils' personal development is tracked thoroughly and this ensures that transition into the school, between key stages and on to secondary education is particularly effective. The needs of the most vulnerable pupils are particularly well met through the internal provision for their physical and emotional needs and through extremely well developed links with external agencies. There is very thorough monitoring of attendance and pupils who are absent for extended periods are provided with work at home and additional support to make up lost ground. The vast majority of parents and carers greatly value the support and care provided within the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A strong senior leadership team has a clear vision for the development of the school. This is shared by the staff team and the governing body and promoted effectively to parents and carers. There are well-established systems for monitoring the progress of pupils and the quality of provision. The views of parents, carers and pupils are sought to strengthen the evaluation. Phase leaders and subject coordinators produce regular evaluative reports to inform planning for improvement. There is an effective school improvement plan and a clear focus on staff training and development. These systems and strategies have brought about improvements in all aspects of provision and in pupils' progress. The development of partnerships to enrich the experiences of pupils and the quality of provision is good. The efforts to involve parents and carers in the education of their children are outstanding. Parents and carers are regularly informed of the progress their child is making and their targets for further improvement. There are established systems to seek their views and they are given support and guidance on how to contribute to their child's learning. Regular communication keeps them informed of developments, for example a summary of the school improvement plan is circulated and there is an effective interactive web site to enhance communication.

The governing body is effective. It has an appropriate structure of committees and contributes to the school improvement plan. There is a strong emphasis on promoting equal opportunities and good strategies to ensure that all groups participate in activities and achieve equally well. The provisions for safeguarding are good. Systems and procedures are followed rigorously and conform to current government guidance. Training for this aspect of management is given a high priority by the governing body and senior

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leaders. There is a focus on ensuring that the school is a cohesive community and links into the local and international communities are well established. The establishment of links with diverse communities in the wider area is under development. The development of community cohesion is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that for the majority are exceptionally lower than those expected for their age. They settle well into the welcoming environment as they are well cared for. Children enjoy coming to school and delight in the varied activities that are provided for them. They participate well in independent and teacher-led activities in the stimulating learning environment. There is a good range of resources in the internal and outdoor areas to engage the pupils. A good range of activities is planned which match the needs of groups and children make good progress. However, the match between the teaching and the assessed needs of individuals is not always sufficiently precise to accelerate progress even further for these children. Leadership and management are good. There is an effective tracking system to assess children. There are good plans to further improve teaching through the development of planning and staff training. There are very effective links with parents and carers who are helped to contribute to the development of their children. Appropriate policies and procedures are in place to safeguard children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of the parents and carers who responded to the inspection questionnaire were happy with the quality of education provided. They felt well informed and that they were helped to support their child's learning. They believed that the school was well run and that account was taken of their views. A few parents and carers raised issues around the management of behaviour and bullying. Inspectors observed this aspect of the school's work and talked to pupils. They found that incidents of bullying and misbehaviour were dealt with effectively and that behaviour within the school is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springwood Heath Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	74	13	23	0	0	1	2
The school keeps my child safe	47	82	9	16	1	2	0	0
My school informs me about my child's progress	38	67	19	33	0	0	0	0
My child is making enough progress at this school	35	61	20	35	1	2	0	0
The teaching is good at this school	39	68	16	28	0	0	1	2
The school helps me to support my child's learning	32	56	24	42	1	2	0	0
The school helps my child to have a healthy lifestyle	34	60	20	35	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	46	27	47	1	2	0	0
The school meets my child's particular needs	37	65	17	30	1	2	0	0
The school deals effectively with unacceptable behaviour	27	47	25	44	3	5	1	2
The school takes account of my suggestions and concerns	32	56	22	39	2	4	0	0
The school is led and managed effectively	37	65	19	33	1	2	0	0
Overall, I am happy with my child's experience at this school	41	72	15	26	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 May 2011

Dear Pupils

Inspection of Springwood Heath Primary School, Liverpool, L19 4TL

Thank you for the warm welcome you gave to me and my colleagues when we inspected your school. We enjoyed talking to you about your work and hearing what you thought about the school. We agree with you that there are many good things about the school, but overall it is satisfactory. You all make good progress in the time you are at the school. Many of you achieve the expected standard or above at the end of Year 6, but overall results are lower than found in many schools. The teaching in the school is good. The activities that are planned for you, including the many visits and visitors, are also good.

The staff know you well and work together to help you to succeed. The care, support and guidance that they give to you are outstanding and they work exceptionally well with your parents or carers to help you achieve. The result is that the large majority of you enjoy school and feel safe, as you told us. You behave well in lessons and around the school and you have a good understanding of how to stay healthy.

The school is well run by the headteacher and his senior colleagues. We have agreed with them what should be done to help you to achieve higher standards. First we have asked the teachers to share the very best ways of teaching and to give you more opportunities to write longer pieces in all subjects. You can help by telling them what helps you to learn most. We have also asked them to make sure you all receive clear advice on how to improve your work through marking. We have asked the teachers in the Early Years Foundation Stage to make certain that more of the work is based exactly on what each of you can do already.

Best wishes for the future.

Yours sincerely

Garry Jones

Lead inspector

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