

Burnley Springfield Community Primary School

Inspection report

Unique Reference Number	133546
Local Authority	Lancashire
Inspection number	360529
Inspection dates	28–29 June 2011
Reporting inspector	Judith Straw

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Mr David Halsall
Headteacher	Miss Sarah Nock
Date of previous school inspection	2 July 2008
School address	Oxford Road Burnley Lancashire BB11 3HP
Telephone number	01282 437277
Fax number	01282 441286
Email address	head@springfieldcps.lancs.sch.uk

Age group	4–11
Inspection dates	28–29 June 2011
Inspection number	360529

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors observed 10 lessons taught by seven teachers and teaching assistants. They held meetings with parents and carers, groups of pupils, members of the governing body, a representative from the local authority and members of staff. They observed the school's work, and looked at documentation including the school development plan, teachers' lesson plans, assessment and tracking evidence and the work in pupils' books. The 34 questionnaire responses from parents and carers were scrutinised as well as responses from staff and pupils.

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

- The use pupils are making of their literacy skills in different subjects and how well pupils' reading and writing skills are improving.
- The pace of learning in lessons throughout the school.
- The effectiveness of the school's promotion of attendance.
- The effectiveness of the school's self-evaluation procedures and the contribution all leaders and managers make to school improvement.

Information about the school

The school is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is very high. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is well-above average and the number with a statement of additional needs is above average. There is a high level of pupil mobility, with many more pupils than is usual moving in and out of the school during the year. The school has specially resourced provision for pupils with hearing impairment. Two pupils attend the provision currently. The school has Healthy School status.

Since the last inspection the headteacher retired and the school was run by two successive associate headteachers. The current headteacher took up post in September 2009.

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

3

Main findings

Burnley Springfield school provides its pupils with a satisfactory quality of education. The school is emerging from an unsettled period affected by changes in staffing and leadership. Attainment has been mostly well-below average in the recent past, but, following decisive action by the headteacher and senior leadership team, it is beginning to rise. Pupils enjoy learning and parents and carers are pleased. 'I feel my child is very safe.' 'Staff really care.' 'The head is always available to sort out any problems.' and 'My child is very happy here' were typical comments.

Burnley Springfield is an inclusive and very supportive school in which pupils from different backgrounds and abilities learn harmoniously alongside each other. Social and economic barriers to pupils' learning are systematically broken down and tackled. Hard-to-reach families and pupils are sought out and encouraged to succeed. The school is a haven and hub of the community. Its work has a positive effect on families and children. Attendance has been well-below average for some years, but is slowly improving. Most pupils come to school regularly now and enjoy their learning but a few are too often absent.

Children enter the Early Years Foundation Stage with skills which are well below what is expected. They make a good start to their education, although, by the time they enter Year 1, attainment remains below average. At present, by the end of Year 6, attainment is broadly average, although pupils do better in mathematics than in reading and writing. The school is aware of the comparative weakness in English and has some way to go to improve pupils' literacy skills. Progress is satisfactory overall and for some pupils it is good. Pupils with special educational needs and/or disabilities make consistently good progress because of the highly effective support they receive. Behaviour is generally good and pupils are polite, welcoming and friendly.

Teaching is satisfactory, with an increasing proportion that is good. Common strengths include classroom organisation, behaviour management and effective questioning. In less successful lessons, the pace is slower because pupils are not naturally independent learners and, when working individually or in small groups, they tend to slow down and lose motivation. Assessment is consistently satisfactory, with plenty of advice to pupils on how to improve their work, but technical errors in spelling and punctuation are not always corrected or highlighted. Teachers are developing a more creative curriculum, but some opportunities are being missed for pupils to use and develop literacy skills.

Good and accurate self-evaluation, especially by the headteacher, underpins the school's development. At present, not all staff are quite as effective in monitoring their areas of responsibility and in checking the effectiveness of actions taken to improve. Supported well by the local authority and the governing body, the headteacher is ensuring the school tackles a long legacy of under-achievement and is improving. The rise in attainment and

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

more-secure learning by pupils show that the school has a satisfactory capacity to sustain improvement.

Up to 40% of 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?

- Accelerate the pace of pupils' learning by:
 - improving the proportion of good and better teaching across the school
 - increasing the opportunities for pupils to develop more confidence in learning for themselves
 - ensuring that high-quality marking corrects technical errors in writing
 - developing the opportunities for pupils to use and develop literacy skills across the curriculum.
- Reduce the number of pupils who are persistently absent by:
 - continuing to work with parents and carers to ensure pupils attend regularly
 - involving pupils more in deciding how good attendance should be rewarded.
- Improve the effectiveness of subject leaders by ensuring they are involved fully in checking the quality of provision and the impact of actions taken to improve achievement.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy coming to school. Attendance has risen slowly and is average, although a small minority of pupils affects the annual figure unduly. Pupils are mostly positive in lessons, keen to please their teachers and behaviour is generally good. In some lessons, though, they can be passive and are reluctant to work hard when not supervised directly by a teacher or teaching assistant. Their achievement is satisfactory overall, but pupils with special educational needs and/or disabilities achieve well. Pupils with hearing impairment benefit from the extra support they receive and also achieve well. Attainment is broadly average, but is sometimes below what is expected of pupils at the end of Year 2 and Year 6 in writing. The year-to-year fluctuations are partly a result of small numbers in each year group and partly because many pupils join the school during Key Stage 2 and do not have time to make sufficient progress. Pupils do not have a broad vocabulary and some struggle to express themselves convincingly in writing and in speech. Learning in classrooms, however, is never less than satisfactory and is often good.

Pupils feel very safe in school, not just because behaviour is usually managed well and bullying is rare, but also because of the quality of care from the staff. Pupils have a good understanding of healthy living and know the importance of eating fresh vegetables and keeping fit. Local community links are good and pupils look forward to combined residential trips with pupils from other schools. They enjoy visits from the community police officer and school nurse. Pupils are keen to play an active role within school by doing various jobs and serving on the school council. They are often consulted about aspects of school development and the curriculum. They are proud of their school and their achievements. One pupil said 'I am proud of how they have made me proud of

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

myself and my work.' Pupils have a clear understanding of right and wrong and work well together, but their awareness of wider cultural issues is limited.

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	3
The quality of pupils' learning and their progress	3
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	3

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?

When lessons proceed effectively, there are good relationships, plenty of praise and encouragement and high expectations of progress and behaviour. Teachers, usually, plan an interesting range of activities which holds pupils' interest and attention. Most teaching assistants are well briefed and play an important role in helping all pupils with special educational needs and/or disabilities to take a full part in all lessons and to achieve well. Lessons are often planned to develop pupils' speaking and listening skills by including drama, discussion and role play. In satisfactory lessons, the pace can slow sometimes because pupils working on their own lose concentration and need the constant encouragement of the adults around them. Assessment is satisfactory and gives pupils a clear idea of the next steps they need to take, but, when books are marked, basic errors are ignored sometimes and so allowed to continue.

The school is aware that pupils do not have a sufficiently diverse range of experiences to develop their basic skills and understanding fully and so includes a series of 'essential learning experiences' across the curriculum. They include activities such as kite flying, visiting the library, building a dam and star-gazing. The curriculum is increasingly creative to make it more appealing and enjoyable for pupils. However, not enough opportunities

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

are exploited to ensure pupils use and develop their literacy skills across the range of subjects. There are many opportunities for enrichment, which include numerous sports, music and practical crafts. The curriculum ensures good provision for pupils' understanding of safety and health issues.

The school exudes a warm family ethos. Everyday care for pupils is good because staff respond readily to the individual needs of pupils. The learning mentor supports pupils who need an extra degree of care and encourages parents and carers to be more involved in their children's learning. A small group of pupils follows a special programme of learning in the 'nurture centre'. The school teams up with a local cluster of schools to employ a transition manager who works with Year 6 pupils throughout the year and helps to prepare them well for the transition to various high schools. The school has a constant focus on attendance, but a few persistent absentees tend to skew the figures. Attendance is rising nevertheless and most pupils want to come to school. The school has plans to include pupils in discussions about how good attendance should be rewarded.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is a clear vision for the school's development, outlined in good, clear action plans and supported by a shared commitment from the staff. The school's priorities for improvement are the right ones, with a constant focus on promoting achievement. The governing body is involved in the school well, with each class having its own attached governor. A school effectiveness committee has recently been established to help the governing body to monitor progress and standards better. The school has maintained the strengths identified at the last inspection and has improved a few aspects. Subject leaders are undergoing a transitional phase as roles change and develop. The school is keen to provide training and professional guidance to help staff to improve their skills in monitoring their areas of responsibility with rigour.

The school has worked hard and successfully to forge more links with parents, carers and a range of external agencies, including nearby schools and health experts. The links benefit pupils' self-confidence and well-being. The school implements good safeguarding procedures and the governing body checks all arrangements regularly. The building and site are well maintained and are secure. Close bonds with the local community, such as participation in festivals, local schools and nurseries, the church and visiting local care homes, enable the school to make a strong contribution to community cohesion. Further afield, the school is involved in fund-raising for Haiti and Africa. The school prides itself on treating all pupils equally and tackling discrimination in any form rigorously, but has not

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

resolved the disparity in achievement between pupils with special educational needs and/or disabilities and other pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
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 levels well below those typical for their age, especially in communication. All children get off to a good start, making consistently good progress in their learning. There is a strong emphasis placed on personal development and, as a result, children make particularly good progress in this area. However, despite the good progress they make, skills in language and communication remain weaker than those in other areas of learning.

Parents and carers value the excellent provision for care and welfare that ensures their children feel safe and secure, settle happily and are keen to learn. Good teaching and very effective assessment ensure that children's progress is good. A well-planned range of interesting activities encourages children to explore, investigate and discuss. The children behave well because they are busy enjoying their tasks. For example, children in the Reception class were engrossed in making an expedition to a jungle with woods and swamps and discovering strange animals in a very exciting lesson outdoors. Activities chosen by the children are balanced well with those led by adults.

Good leadership has established a very united staff team. Staff are well deployed and are committed fully to improving all aspects of provision and enhancing children's learning, personal and social development. A current priority is to develop children's skills in communication and language skills further.

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

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

Nearly all the responses to the parents' and carers' questionnaire, from about a quarter of families, were positive, as were the overwhelming majority of the comments from parents and carers spoken with during the inspection. They praised particularly the approachable and supportive staff, the leadership of the headteacher, the progress their children were making, the management of behaviour and the fact they were confident their children were safe and happy. A very small minority voiced individual concerns about behaviour and bullying. Inspectors endorse the positive views. They found that the school has effective measures for managing behaviour and that rare cases of bullying are quickly dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Springfield Community 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 inspector received 34 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	68	11	32	0	0	0	0
The school keeps my child safe	23	68	10	29	0	0	0	0
My school informs me about my child's progress	21	62	11	32	2	6	0	0
My child is making enough progress at this school	21	62	11	32	2	6	0	0
The teaching is good at this school	24	71	10	29	0	0	0	0
The school helps me to support my child's learning	21	62	13	38	0	0	0	0
The school helps my child to have a healthy lifestyle	19	56	14	41	0	0	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)	20	59	12	35	0	0	0	0
The school meets my child's particular needs	22	65	11	32	1	3	0	0
The school deals effectively with unacceptable behaviour	21	62	6	18	7	21	0	0
The school takes account of my suggestions and concerns	16	47	14	41	3	9	0	0
The school is led and managed effectively	21	62	10	29	3	9	0	0
Overall, I am happy with my child's experience at this school	23	68	9	26	1	3	0	0

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.



30 June 2011

Dear Pupils

Inspection of Burnley Springfield Community Primary School, Burnley, BB11 3HP

Thank you for the part you played in the recent inspection of your school. You made us feel very welcome and we enjoyed our many conversations with you.

Your school gives you a satisfactory education. It is working hard to improve the levels you reach which, although broadly average, are not as high as they could be. Teaching is satisfactory, as is your progress, and sometimes teaching is good and you learn well. You are making better progress in mathematics than in English. I discussed with the school how it can help you to do even better. The school is going to make sure all lessons are good, not just some, to help you to think more for yourselves and to make sure your writing is accurate. You are all enjoying the way lessons are planned, but I have asked school to make sure you have lots more opportunities to develop your writing skills.

The school takes good care of you; you and your parents and carers told us how well you are looked after and that you feel very safe. Your behaviour is generally good. You are well aware of how to live a healthy life and make a good contribution to your school by doing jobs, serving on the school council and helping to run things.

All the adults are working together to make the school even better. I have asked the school to make sure that all the teachers are involved in checking how well you are achieving. I know that most of you enjoy school and attend regularly. The school will look at ways of making sure everyone attends as often as they can. You can help by always doing your best, listening to your teachers and attending every day.

I wish you every success in the future.

Yours sincerely

Judith Straw

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.