

Springdale Infant School

Inspection report

Unique Reference Number	104307
Local Authority	Wolverhampton
Inspection number	377057
Inspection dates	16–17 November 2011
Reporting inspector	Deborah Udakis HMI

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Haydn Poyntz
Headteacher	Rachael Westwood
Date of previous school inspection	28 April 2009
School address	Warstones Drive Penn Wolverhampton WV4 4NJ
Telephone number	01902 558805
Fax number	01902 558806
Email address	springdaleinfantschool@wolverhampton.gov.uk

Age group	3–7
Inspection date(s)	16–17 November 2011
Inspection number	377057

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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 one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed a total of 18 lessons and 17 teachers were seen. Meetings were held with parents and carers, groups of pupils, members of the governing body, and staff. Inspectors observed the school's work, and looked at pupils' work, and their assessment and progress data. The team also scrutinised the school's policies and procedures, and its safeguarding arrangements. Inspectors received a total of 39 parental questionnaires and 12 staff questionnaires.

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

- How effective are the leaders and managers at all levels in creating and sustaining rapid improvement?
- What is the school doing to raise attainment for boys, pupils from minority ethnic groups and those who speak English as an additional language?
- How effective is the quality of teaching and use of assessment to ensure that all pupils, including specific groups make as much progress as they can?
- How does the school account for the successful attainment of pupils with special educational needs and/or disabilities?
- How effective are staff in the Early Years Foundation Stage in assessing children's different needs and starting points, particularly in their personal and social development and language and literacy skills, and tracking their progress?

Information about the school

The previous headteacher of Springdale Infants School retired earlier in the year. An acting headteacher has been in post since September 2011 and will lead the school until the permanently appointed headteacher takes up post in January 2012. The number of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is much higher than average, and the school manages specially resourced provision for 12 pupils with language and communication difficulties from throughout Wolverhampton and beyond. The proportion of pupils from minority ethnic backgrounds is above average. The number of pupils who speak English as an additional language is lower than average. The school provides a breakfast club which is open every school day. The school has recently had its Healthy School status renewed.

Springdale Out of School Club, a privately run provision, operates on the school site. It is inspected separately. A copy of the report can be found via www.ofsted.gov.uk.

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?

2

The school's capacity for sustained improvement

2

Main findings

Springdale is a good school. Pupils achieve well in both their academic and personal development. Good quality care and learning opportunities are provided. For instance, the 'poly-phones' workshop provided great excitement for pupils who were able to combine music, fun and science into their learning. The large majority of parents and carers who returned questionnaires and who spoke to inspectors strongly agreed that their children enjoy school. One stated that they are 'extremely happy with (our child's) education... (they) look forward to every day at school'. Pupils are very happy at the school and arrive each morning full of enthusiasm which is reflected in their positive attitudes to learning. Their behaviour is exemplary with a great focus on respect for, kindness and consideration to others. Attendance has significantly improved over the last year as a result of the increasingly positive ethos of the school and the use of effective interventions and rewards.

Good teaching enables pupils to make good overall progress as they move through the school. However, the quality varies between year groups and lesson activities are not always planned to meet pupils' differing needs and abilities with enough precision. Pupils with special educational needs and/or disabilities receive good quality support to enable them to make good progress. Those who attend the resource base make good progress as a result of the effective partnerships forged between the school, staff and other professional agencies. Pupils' attainment in reading, writing and mathematics has risen and is now average. Effective tracking systems are supporting teachers' accurate assessments, and show that most pupils in Year 2 are on track to make good or better progress by the end of Key Stage 1. This detailed tracking is being used effectively to identify the few pupils at risk of underachievement so that interventions and additional support can quickly be provided, but this relatively recent development has yet to have a full impact on pupils' progress. Care, guidance and support are strong aspects of the school. Pupils enjoy the curriculum, which is varied and interesting. In particular, effective provision for Spanish is reflected throughout Key Stage 1. Pupils eagerly practise their Spanish over lunch.

The headteacher and senior management team lead the school effectively. They know the school's strengths and have a clear vision for its future improvement. Subject coordinators are new to their roles and have yet to firmly establish their quality assurance of teaching in their subject areas. The governing body is very enthusiastic and holds high aspirations for the school and its pupils, but there are aspects of school evaluation and setting targets where it is less involved. Parents 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

carers support pupils' learning well and many take an active role in the life of the school as learners themselves, as members of the governing board and as 'Friends of Springdale'. Good links with the local community and external agencies contribute successfully to pupils' learning and their well-being.

Equality of opportunity and the elimination of discrimination are pursued effectively. A continual drive for improvement is underpinned by effective systems for evaluating the strengths and further areas for development of the school. The school's good organisation and strong, shared vision further underpin its good capacity to continue moving forward.

What does the school need to do to improve further?

- Further improve attainment and accelerate the progress of pupils by:
 - building on the systems for tracking pupils' progress and firmly establishing additional support for pupils identified as at risk of underachieving
 - ensuring that subject coordinators develop a secure overview of how to raise attainment further, by providing more opportunities for them to observe teaching and to evaluate its impact on pupils' learning in their subjects
 - ensuring that recent changes in the improved use of assessment are firmly embedded so that teaching is consistently at least good by January 2013.
- Improve the effectiveness of the governing body by:
 - further developing its members' ability to provide constructive challenge and to hold the school to account for pupils' performance
 - strengthening its involvement in the school's self-evaluation and the setting of key priorities and targets.

Outcomes for individuals and groups of pupils

2

Pupils' good attitudes to learning and their wonderful behaviour, together with strong and trusting relationships at all levels and between all groups, make a good contribution to the quality of learning across the school. Pupils achieve well because they are enthusiastic and motivated to learn and enjoy their classes. For instance, Year 2 pupils spoke excitedly of their learning about Samuel Pepys, his life and diaries, and his account of the Great Fire of London.

Pupils join the Nursery with skills that are well below expected levels and make good progress in the Nursery and Reception. The work seen during the inspection shows that attainment by Year 2 is now average. Effective strategies support good development of pupils' literacy, communication and language skills. Pupils are routinely involved in a wide range of writing activities. Many write independently and create short stories for their entertainment and as gifts for their friends. The very few pupils learning English as an additional language are given additional support to

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

ensure that they are able to make the progress they are capable of. Pupils show their good understanding of healthy lifestyles by eating a healthy lunch and healthy snacks and enjoying varied out-of-school physical activity clubs such as music and dance and sports.

Pupils feel safe at school and know their voice is heard and valued. One pupil spoke of their experiences of being bullied at a previous school and how on their first day at Springdale they were assigned 'a friend' to help them settle. Pupils say incidents of bullying are extremely rare and are confident that any misbehaviour will be dealt with quickly. Pupils and parents who made their comments known spoke with one voice of the 'happiness' of the school. Many pupils play an active role in their school as members of the school council 'Little Voices', as fundraisers, and as school attendance monitors. Pupils have many links with the wider community through local organisations, and effective links with other schools. Pupils' excellent behaviour and considerably improved attendance patterns, together with their improving basic skills, ability to support each other and a very strong sense of right and wrong, ensure that they leave the school well prepared to succeed in their next school and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	1
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching is good. Active lessons using modern interactive technologies keep pupils engaged. They work well as individuals, in pairs and in groups. Accurate assessment supports planning to match lessons to the needs of the pupils. However, occasionally the work set lacks challenge for less and more able

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

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

pupils. In these instances pupils’ progress slows. Skilled and enthusiastic teaching assistants make positive contributions to pupils’ learning. Assessments and marking are used effectively to ensure pupils know how well they are doing and what they need to do to improve their work. Progress tracking has been further developed in the last year to measure the achievement of specific targeted groups of pupils, as part of the school’s improvement plan.

All pupils benefit from a well-planned imaginative curriculum that includes good involvement of partners to enrich their experiences. For instance, children worked with a local artist to create high-quality wall displays using ceramics. The allotment gardening scheme is popular and provides pupils with quality opportunities to participate in the growing and nurturing of a range of fruit, vegetable and flowers. Their experiences are further enhanced by a good range of out-of-school clubs that are well attended.

The school has strong partnerships with other professionals to give timely, targeted support when necessary to remove any barriers to learning for pupils who have learning or personal difficulties, so that all these pupils make good progress. Individual needs, including social and health-related needs, are carefully explored and staff use partner agencies to provide good care, guidance and support to pupils and their families. Arrangements for joining the school, and to ensure a smooth transition to the next school, are effective.

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	2

How effective are leadership and management?

Considerable developments since the last inspection have led to improvements in the school’s overall effectiveness. Morale is high and other senior leaders, staff and the governing body share the headteacher’s vision and ambitions for further improvement. The members of the governing body are enthusiastic and unswerving in their support for the school. They play an active role in school life. Many have attended training and induction to enhance their knowledge and understanding of their roles and responsibilities. However, not all demonstrate sufficient knowledge to effectively support improvements in pupils’ progress. Senior leaders have a secure knowledge of the school’s strengths and areas for development, but the governing body does not yet play a full role in the self-evaluation process and the development of key priorities and targets.

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

The school's promotion of equality of opportunity is good. Early interventions and effective support help to ensure individual pupils do not underperform; consequently gaps between the achievements of different groups of learners are closing. A range of data is now better used to evaluate and analyse performance. The new subject leaders have yet to make an impact on the monitoring of the quality of teaching, but the senior team have used monitoring well to take focused actions to bring about effective change. This has resulted in better teaching and improved performance for all groups of pupils by the end of Key Stage 1.

There is a strong emphasis on child protection. All staff and members of the governing body have received relevant safeguarding training, which is renewed regularly. The safeguarding link governor is well qualified and experienced as a senior safeguarding professional. The school provides a safe place to be and develops in the pupils a good sense of evaluating risk. Strong partnerships with outside professionals and other institutions are used effectively to enhance the pupils' learning opportunities and provide support.

The headteacher has been successful in developing a cohesive school community, based on shared learning and clear values of respect for individuals and everyone playing their part. Parents and carers play a vital role in supporting the school as 'Friends of Springdale'. They have made highly valued contributions to the outdoor learning environment as a result of their successful fundraising. The school has a robust understanding of the community it serves, and is helping pupils to engage with people from other backgrounds and cultures in Britain and further afield. It has successfully nurtured attitudes and skills that will enable pupils to play an active role in any future community of which they are a member.

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	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	2
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	2

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

Early Years Foundation Stage

Children make good progress as a result of the exciting and challenging activities provided and the sensitive and caring teaching and support from adults. The Forest School is a much loved addition to the curriculum and provides exciting and challenging opportunities for children to extend their learning and have confidence in the much improved outdoor learning environment. Effective use of data and assessments ensures that planning takes account of children’s next steps in learning. Any aspects of underachievement are quickly identified and positive support results in children’s good progress.

Teaching in the Early Years Foundation Stage is good overall. Pockets of satisfactory teaching result when the pace of lessons slows and learning activities do not challenge those less able pupils sufficiently. In an outstanding Reception class lesson, which took place outdoors, children were seen working together supporting and challenging one another to build houses using straw, wood, and artificial bricks, mixing ‘cement’ (wet sand) and carefully applying it to the building materials. Children worked on the task with high levels of enthusiasm and with significant understanding. They made direct links to their previous learning activities based on the story of the ‘three little pigs’. Teachers make quick and accurate assessments of children’s progress. Activities provided for children encourage them to develop their imagination, stimulate their curiosity and encourage experimentation. Safeguarding arrangements are robust and children’s welfare is effectively promoted.

Children are very happy and settled and their behaviour is consistent with their positive attitudes to learning.

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 response rate from parents and carers to the Ofsted questionnaire was below the national average for primary schools, but their views were nearly all supportive and positive. The overwhelming majority found the staff to be dedicated and supportive. All agreed that the school is a safe and happy place and that their child enjoys school. They were also appreciative of how well their child is progressing and how the school focuses on individuals. A very few parents raised concerns about the behaviour of particular groups of pupils. These concerns were considered as part of the inspection process. Inspectors found pupils’ behaviour to be outstanding and well

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

supported by effective leadership.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Springdale Infant 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	72	11	28	0	0	0	0
The school keeps my child safe	30	77	9	23	0	0	0	0
The school informs me about my child’s progress	24	62	14	36	0	0	0	0
My child is making enough progress at this school	24	62	14	36	0	0	0	0
The teaching is good at this school	27	69	12	31	0	0	0	0
The school helps me to support my child’s learning	24	62	15	38	0	0	0	0
The school helps my child to have a healthy lifestyle	20	51	18	46	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)	18	46	16	41	0	0	0	0
The school meets my child’s particular needs	22	56	17	44	0	0	0	0
The school deals effectively with unacceptable behaviour	18	46	18	46	2	5	0	0
The school takes account of my suggestions and concerns	18	46	21	54	0	0	0	0
The school is led and managed effectively	21	54	16	41	1	3	0	0
Overall, I am happy with my child’s experience at this school	25	64	14	36	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.



18 November 2011

Dear Pupils

Inspection of Springdale Infant School, Wolverhampton, WV4 4NJ

You may remember that I visited your school recently with two other inspectors. We really enjoyed visiting your school and I am writing to thank you for two very interesting and enjoyable days. We were very impressed with your wonderful behaviour throughout the school. You are very kind to each other and play together very happily. Thank you all for being so kind, friendly and helpful to us during our visit. You go to a good school. These are the things we liked most.

- Children in the Early Years Foundation Stage thoroughly enjoy school and learn quickly, and the Forest School and the development of the outdoor learning environment are helping them to make good or better progress.
- You come to school full of enthusiasm and ready to learn.
- It is very pleasing to see that attendance is much better and that you are receiving rewards for your improved attendance.
- You are well taught and your lessons are fun and interesting.
- You are very well cared for and supported by all the adults in the school.
- You told us you feel safe in the school.
- You make good progress and work hard in lessons.
- The school works closely with your parents and carers to make sure you are successful at school.

The headteacher, teachers and governing body are working well to make your school even better, and to help in this we have asked them to ensure that:

- teaching is consistently good, so you can make good progress across all year groups
- teachers who lead subjects make sure that you are making good progress in the subject they are responsible for
- the governing body looks in more detail at what the school does well and what it needs to do better.

All of you can help too, by coming to school each day, working hard in every lesson and by always trying your best. I wish you all every success in the future.

Yours sincerely

Deborah Udakis
Her Majesty's 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.**