

# Burnley Springfield Community Primary School

Oxford Road, Burnley, Lancashire, BB11 3HP

**Inspection dates** 9–10 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching is not always good. Teachers do not always set work which is challenging enough for all pupils, and marking does not tell pupils clearly enough all the time what they need to do to improve.
- Pupils do not make fast enough progress in all classes and in all subjects. Not enough pupils reach the standards expected for their age by the time they leave school, especially in English.
- In the Early Years Foundation Stage not enough use is made of outdoor provision to support children in their learning nor is every chance taken to develop their basic skills of speaking and listening
- Leaders are sometimes over generous in their evaluation of how well the school is performing. Although they carry out a range of monitoring activities, they do not consistently analyse the findings rigorously enough when planning for further improvements.

### The school has the following strengths

- Leaders and teachers provide high levels of care and support for pupils. They work very effectively with parents to help them support their children in their learning.
- Pupils enjoy school and feel very safe. They value the help that the teachers give them. This is reflected in their improved attendance.
- Pupils' behaviour is good. They are courteous and helpful, and do their best to take care of each other.

## Information about this inspection

- Inspectors observed all teachers, and parts of 15 lessons.
- Inspectors listened to pupils read, and took into account the quality of work and marking in their books.
- Opportunities were taken to talk to pupils in lessons and at playtime, and there was a formal discussion with a number of pupils from Years 3 to 6. Inspectors also listened informally to the views of parents as they were bringing their children into school.
- Meetings were held with leaders, governors and with a representative from the local authority
- Inspectors took into account four responses to the online questionnaire (Parent View).
- A range of documentation was examined. These included minutes of meetings, records of monitoring activities such as lesson observations, analysis of behaviour records, improvement plans, and school data tracking pupil’s progress.

## Inspection team

Christine Birchall, Lead inspector

Additional Inspector

David Halford

Additional Inspector

## Full report

### Information about this school

- The school is a much smaller than average-size primary school.
- The proportion of pupils supported at school action is much higher than average, but the proportion supported at school action plus or with a statement of special educational needs is slightly lower than average.
- The proportion of pupils from minority ethnic backgrounds, or who speak English as an additional language is well below average.
- The proportion of pupils known to be eligible for the pupil premium is much higher than average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school has on-site before-school childcare provision, which is managed by the governing body.
- There is also a specially resourced provision for pupils with special educational needs, who have hearing impairment. There are currently only two pupils on roll and they are fully integrated into mainstream lessons with their peers.

### What does the school need to do to improve further?

- Raise pupils' achievement by improving the quality of teaching so that all is at least consistently good, by:
  - ensuring that more pupils reach the expected levels in English and mathematics
  - ensuring that teachers use information about pupils' skills and knowledge to set work which matches their ability, especially for the more able
  - ensuring that marking always provides pupils with accurate information about how well they are doing, and clear guidance about what they need to do to improve
  - ensuring that in the Early Years Foundation Stage there is sufficient use made of outdoor provision to engage children into their learning, and that opportunities are maximised to develop children's basic skills of speaking and listening.
- Improve the quality of leadership and management, by:
  - ensuring that leaders' evaluation of how well the school is performing is always accurate
  - ensuring that action plans have clear success criteria and swifter timescales for monitoring the impact of actions.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the Early Years Foundation Stage with skills and knowledge which are below those typically expected for their age. By the time they leave at the end of Year 6, the majority reach nationally expected standards. However, though evidence in books and from the school's progress data indicates that achievement is rising, not enough pupils reach the higher levels of attainment, and standards in English are lower than they are in mathematics.
- Overall, pupils make expected progress from their starting points. Though they make good progress in some classes and lessons, especially in Year 6, it is not consistent enough across the school.
- In the Early Years Foundation Stage children are very well cared for and supported so that they make good progress in their social and emotional development. However, progress in the development of basic skills is slower. Children's speaking skills in particular are low, and teachers sometimes miss opportunities to encourage their development.
- There are no significant differences between the achievement of different groups of pupils. Capable teaching assistants ensure that pupils are well supported so that those who are known to be eligible for the pupil premium or with special educational needs and disabilities also make expected progress. The differences between the attainment of pupils in school who are eligible for the pupil premium and those who are not eligible are the same as the national differences. Pupils with hearing impairment are well supported. As a result they are confident in lessons and make similar progress to the rest of their classmates.
- Leaders and teachers have made changes to the teaching of reading. As a result most pupils in Year 2 are now reading at the level expected for their age. They use phonics (the teaching of letters and the sounds they make) well to help them to sound out words, but their ability to read with expression varies. By Year 6, pupils have made clear progress in their reading and read with confidence and expression. They have frequent opportunities to read, books are well chosen and their enjoyment of reading is obvious.
- Pupils sometimes struggle to concentrate and to remember what they have learned. The way the curriculum is organised into themes is helping them to improve by giving them the opportunity to practise their basic skills across a range of subjects in topics which they enjoy. For example, good use is being made of the fact that pupils have seen the Queen to encourage the development of their writing skills in history.

### The quality of teaching

### requires improvement

- Several teachers are new to the school or to their classes, and, though there is evidence that they are beginning to raise pupils' achievement, it is not yet always rapid enough. Although inspectors observed examples of good and outstanding teaching, it is not consistently good enough to ensure that pupils make fast enough progress.
- Teachers are aware that they need to close gaps in pupils' basic skills and knowledge, and in many cases they focus on this well. However, they do not always use information about what pupils can already do well enough. This means that they sometimes assume that all pupils are starting at the same points, and because of this they do not always provide work which is hard enough to stretch the more able.
- Although inspectors saw some examples of good marking, which told pupils how well they were doing and what they needed to do to improve, this was not consistent in all classes. Sometimes pupils assess their own or their friends work incorrectly, without teachers being aware. In the Early Years Foundation Stage not enough effective use is made of outdoor provision. As a result some opportunities to practise skills independently and to make sure that all children are enjoying their learning are missed.
- Relationships between adults and pupils are good. Teachers are good role models for pupils and

this makes an effective contribution to their social, moral, spiritual and cultural development. Pupils are very confident that they will receive help whenever they need it. Teachers and teaching assistants check on pupils' work throughout the lessons and are quick to spot when they are struggling. This ensures that pupils have positive attitudes to their work and want to do well.

- Effective provision is made for those who need additional support. Pupils in the Nurture Group are well cared for in a warm and friendly environment where skilled teaching assistants enable them to flourish. This support goes beyond lessons, and it was a pleasure to see how much the children enjoyed sitting with the adults and their peers over lunch chatting about what they had been doing.
- When provided with challenge pupils respond well. For example, in a Year 2 class, pupils were engrossed in the activity of making a simple circuit so that a bulb would light up. For some of them it was a difficult activity and did not work the first time, but they were determined to keep trying until it did. This meant that their delight when they achieved success was very real, and the atmosphere in the lesson was full of excitement.

### **The behaviour and safety of pupils are good**

- A number of pupils have emotional needs, which means that they require help to focus on their learning or to manage their behaviour. The school provides this very effectively. Consequently, pupils enjoy school and behaviour is good both in and out of lessons.
- Pupils feel very safe in school because they are confident that adults are there to look after them. They understand that bullying can take different forms, for example cyber bullying, and have been taught how to keep themselves safe from it. They say that bullying sometimes happens, but not very often and that teachers always deal with it quickly.
- Pupils are warm and friendly and were very keen to talk to inspectors about their school and what they were learning. They are proud of their school and of the range of opportunities that it provides for them. Parents confirm that their children are safe and enjoy school.
- Pupils are keen to support each other, and Year 6 in particular value their roles as 'behaviour buddies'. This means that if any of their classmates misbehave they have someone to talk to about why it happened other than a teacher. Pupils work well together in lessons and are developing good collaborative skills as they progress through school. This contributes well to their social, moral, spiritual and cultural development.
- Leaders have worked tirelessly to bring about improvements in attendance. Attendance is now slightly above average, which is a significant achievement given that for a number of years it has been below. This is further confirmation of pupils' enjoyment of school.

### **The leadership and management requires improvement**

- The headteacher and deputy headteacher have a clear vision of how they want to move the school forward and are focused on the correct priorities. They have demonstrated capacity in bringing about some improvements, for example with attendance, and they have made significant improvements to pupils' behaviour and self-esteem. However, given the recent changes to staffing, there is still some work to be done to improve teaching and achievement, and to ensure that the vision and sense of direction is fully understood by everyone.
- Leaders undertake a thorough range of activities to check how well the school is doing, such as lesson observations and tracking of pupils' progress. However, they are sometimes too generous in their interpretations of what the information is telling them and have an over optimistic view of how well the school is doing.
- Leaders have planned a number of important actions to bring about improvement, with some success. However, plans do not always contain specific and challenging success criteria, or clear timescales for when improvements should have been achieved by. Leaders are using appraisal systems to set targets for teachers and providing them with professional development

opportunities so that the quality of teaching is beginning to improve. However, some important strategies, such as processes for sharing the good and outstanding practice that is in the school are still in the very early stages and have not yet begun to have an effect.

- Subject leaders are taking a more active role in moving learning forward than they were at the previous inspection. They now have clear action plans and time to undertake activities to check how well things are progressing in their subject, such as reviews of work in books and lesson observations.
- The provision for pupils with hearing impairment is effectively managed. Consequently, pupils are well supported and fully integrated into the everyday life of the school. They are confident in lessons and make progress in line with the rest of their classmates.
- The school works very well with parents to enable them to support their child with their learning. Feedback from parents is extremely positive. They feel that they are provided with good information about how well their child is doing, are alerted early to any problems and that staff work very hard to help their children to overcome any difficulties. The school works collaboratively with outside agencies to provide additional support where necessary.
- The curriculum provides a good range of enhancing opportunities through their 'essential learning experiences', such as hatching chicks, stargazing and hosting tea parties. There are also a good range of clubs such as card making, story club, sports, gardening and cookery clubs. These contribute well to the pupils' social, moral, cultural and spiritual development but there are few opportunities for cultural experiences or to learn about other faiths.
- The local authority has supported the school well, providing consultant help for teaching and learning, and guidance for governor development through attendance at the governor's School Effectiveness Committee.
- **The governance of the school:**
  - Governors have a good understanding of how well the school is doing, have high expectations and are passionate about moving it forward. They have a clear commitment to the development of a school where all pupils are included and enabled to achieve well. They collect first-hand information about how well the school is doing by being linked to subjects and classes. The School Effectiveness Committee provides them with a forum to hold leaders to account by asking challenging questions about pupil progress, the quality of teaching and the effectiveness of actions to improve the teachers' performance. They have ensured that the pupil premium has been used effectively to provide greater opportunities for pupils, for example, by providing additional staffing to run the Nurture Group. Procedures for safeguarding are robust and meet requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	133546
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	406528

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Campbell
<b>Headteacher</b>	Sarah Nock
<b>Date of previous school inspection</b>	28 June 2011
<b>Telephone number</b>	01282 437277
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