

Springside Primary School

Springside Road, Bury, Lancashire, BL9 5JB

Inspection dates

20–21 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The rate of pupils' progress in Key Stage 1 and Key Stage 2 has improved steadily since the previous inspection and the achievement of all groups of pupils is now good.
- The Early Years Foundation Stage continues to be outstanding. Children make excellent progress in their studies in both Nursery and Reception, as a result of outstanding teaching, and a curriculum which provides an ideal balance between adult-led and child-initiated activities.
- Teaching has improved markedly over the past three years and is now good, with examples of outstanding practice. The relationships between teachers and pupils are strong and the talented team of teaching assistants provides sensitive support for pupils who sometimes find the work difficult. Pupils enjoy the work that teachers plan from the newly introduced curriculum.
- Pupils are very proud of their school and speak highly of the adults who work with them, saying, 'We are safe in school because the grown-ups look after us and are always there for us if we have any problems.' Pupils behave well, and sometimes exceptionally well, in lessons and around the school site. They have a good attitude to study, get on with their work well and enjoy supporting their classmates with their learning.
- The new initiative to inform pupils of how well they are doing is popular amongst pupils. They say it also helps them to improve their work and also their behaviour.
- The knowledgeable and perceptive headteacher, supported well by the committed deputy headteacher and senior team, has a clear view of how the school can move forward. This view is shared by staff and members of the governing body.

It is not yet an outstanding school because

- There is not enough outstanding teaching to raise attainment further. Questioning does not always get the best out of pupils, particularly the more able. Marking is sometimes inaccurate in numeracy.
- Pupils do not have enough opportunities to use new technology to find things out for themselves. On occasions, also, pupils do not move onto their next stage of learning quickly enough.

Information about this inspection

- Inspectors observed teaching and learning in 18 lessons and each teacher was visited in the classroom at least twice. Two lessons were observed jointly with the headteacher. Inspectors also heard pupils in Years 2 and 6 read.
- They had discussions with three groups of pupils, including prefects and school councillors, and three members of the governing body. They also held meetings with a representative of the local authority, members of curriculum teams and the senior leadership group. In addition, they spoke informally with parents at the beginning and end of the school day.
- Inspectors took account of the 24 responses to the online questionnaire (Parent View) and of the 25 responses to the staff questionnaire.
- They observed the school at work and looked at a variety of documentation, including internal and external pupil progress and attainment data, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its performance. They considered minutes from governing body meetings, reports written by the local authority and documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors also visited the before- and after-school club.

Inspection team

James Kidd, Lead inspector

Additional Inspector

Declan McCauley

Additional Inspector

Full report

Information about this school

- This is an average sized primary school and pupil numbers have risen by 25% since the previous inspection. There are more boys than girls but the proportion of girls has increased over the past two years.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The percentage of pupils supported by the pupil premium, which provides additional funding for those pupils known to be eligible for free school meals or looked after by the local authority, is broadly average.
- The proportion of pupils supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below that usually found.
- The percentage of pupils from minority ethnic heritages is below average. The proportion at early stages of learning English is also below average but has increased since the previous inspection.
- Springside Primary is a nationally-accredited Healthy School and holds the Activemark award for its work in sport and physical education. It is also an active member of the Bury Primary Learning Collaborative.
- There have been significant staff changes since the previous inspection. The headteacher and deputy headteacher remain in post but the senior leadership team has been restructured and middle leaders are now organised into three curriculum teams, each led by a lead teacher.
- Oscars, the before and after-school club is administered by the governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and thus raise attainment further by:
 - ensuring that teachers' questioning consistently gets the best out of all pupils, particularly the more able
 - giving pupils more opportunities to find things out for themselves, particularly by the use of new technology
 - making sure that marking is consistently accurate in numeracy
 - ensuring pupils move onto their next stage in learning rapidly enough.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with knowledge and skills which are broadly in line with those expected for their age, although there is an increasing proportion below these levels. As a result of a rich and inspiring learning environment, children are fully motivated to learn and there is an excellent balance between child-initiated and adult-led activities. Children are proud of their 'learning journeys', which demonstrate outstanding achievement in all areas of learning.
- Achievement across the rest of the school is good and by the end of Year 6 pupils' attainment in English and mathematics is above average. Progress and attainment have risen year on year since the previous inspection and inspection evidence shows that pupils in the current Year 6 class are on track to reach, and in some cases exceed, their challenging targets. In writing, for example, most pupils are performing at least on National Curriculum Level 4 and there are examples of pupils' persuasive writing at Level 5 and also at a Level 6 standard. Pupils with English as an additional language make good progress and their fluency in English is improving strongly.
- In both key stages, pupils of all levels of ability read well, with expression and understanding. They are fully aware of the value of reading and say, 'Reading is one of the most important things we do because it gives us a better vocabulary and helps us with our speaking and writing.'
- Pupils also achieve well in mathematics. In Key Stage 2, they benefit from the new mathematics programme, where cross-age groups receive assignments which are exactly what they need to make good and even better progress. There are examples of pupils in Years 4 and 5 who are already accurately completing work which is usually designed for those in Year 6. In both key stages, pupils use a range of different methods confidently when approaching increasingly difficult problems.
- Pupils known to be eligible for free school meals achieve well, as a result of the effective use of pupil premium funding. There are additional teaching assistants in the classroom, small group tuition and targeted support in reading, writing and mathematics. The gaps between the performance of these pupils and others in the school have narrowed considerably and these pupils now reach broadly average standards.
- Similarly, disabled pupils and those with special educational needs make the same good progress as their peers as a result of the sensitive support they receive from well-qualified teaching assistants.
- The vast majority of parents are entirely satisfied with the progress their children are making.

The quality of teaching

is good

- As a result of focused staff training, opportunities for teachers to share good and exemplary practice within and across key stages and also within the coaching programme, teaching has improved significantly since the previous inspection. It is now good overall and outstanding in the Early Years Foundation Stage. There is also some excellent teaching elsewhere in the school.
- Secure subject and professional knowledge, warm relationships in the classroom, comprehensive planning to meet the needs of all and high expectations of what pupils can do are the characteristics of good and better teaching across the school. In Nursery and Reception, there is an ideal balance between activities chosen by the children and those led by adults. In all areas of the school, there is good and sometimes outstanding support from teaching assistants for those pupils who sometimes find the work difficult or who are at early stages of learning English.
- In lessons where teaching is outstanding, a Year 5 session on healthy eating for example, pupils learn very quickly because lesson planning ensures that pupils are given work which gets the best out of them. In addition, pupils have opportunities to work in pairs and in groups and to

help each other with their learning. In such lessons, teachers ask very searching questions to get pupils to think and pupils respond eagerly to the challenge and give reasons to justify their answers.

- On occasions, however, questioning, particularly for more able pupils, is not searching enough and in some lessons, pupils are not given enough opportunities to use new technology to find things out for themselves. In addition, in a minority of lessons, pupils do not move on to the next stage of learning as quickly as they might.
- The quality of marking is good overall and there are examples of outstanding practice, when pupils are given detailed advice on how they can improve their work. As a result, pupils are fully aware of their own performance. However, marking in numeracy is not always as accurate as it should be.

The behaviour and safety of pupils are good

- Pupils are very proud of their school. From as early as Nursery and Reception, children are delighted to show visitors their 'learning journeys' and to talk about their work. This positive attitude to learning continues across the rest of the school and is complemented by the vibrant display of pupils' work in classrooms and on corridors. Oscars, the before- and after-school club is well attended and pupils of all ages play and learn together well in the setting. The vast majority of parents are of the view that their children are happy and feel safe in school.
- Pupils behave well and on occasions outstandingly well in lessons and around school. There is some low-level misbehaviour, but this is uncommon and staff deal with it quickly. Pupils believe that the school's new system for managing behaviour encourages self-discipline and they appreciate that it places emphasis on pupils' understanding of the consequences of their actions. Indeed, children in the Early Years Foundation Stage explain how the 'green, amber and red' system works and how they can move from one colour to another.
- Pupils have a keen awareness of how to keep themselves safe and they understand the dangers of using the internet and of drugs and smoking. They feel safe in school. They also value the work of the peer mediators, who are trained before they take up their posts and who do much to bring pupils together when they have fallen out with each other. Pupils are of the opinion that bullying is not an issue in school and that, on the rare occasions name calling occurs, it is dealt with rapidly and effectively.
- The school promotes pupils' spiritual, moral, social and cultural development well. Children in Nursery and Reception, for example, learn about aspects of Chinese culture during their Chinese New Year topic; they enjoy serving visitors in the restaurant! Pupils develop moral and social awareness as a result of the wide range of responsibilities they have, as school councillors, house captains, librarians and prefects. Older pupils look after younger ones and say that the popular afternoon 'sign and shine' sessions 'Help us to be cheerful and happy at the end of the day.' An appealing feature of this is that children in the Early Years Foundation Stage use sign language to say 'hello,' 'goodbye' and 'thank you.'

The leadership and management are good

- The talented and well-informed headteacher and senior leadership team lead by example and have a clear view of how the school can develop further. This view is shared by academic, support and administrative staff who, in their words, 'Feel valued and supported as part of a team.'
- The skills of middle leaders have developed well since the previous inspection and academic staff comment, 'In our curriculum teams, we are now playing to our strengths and there is an open and honest dialogue between all staff and across all key stages.' There is strong emphasis on the sharing of good classroom practice and in-service training, often through the school's membership of the local learning collaborative.
- The school knows itself well and recognises that more outstanding teaching is vital if

achievement is to continue to improve. The introduction and development of the new curriculum has motivated pupils to want to learn. They speak positively about the 'fascinating topics' they now study.

- The school works closely with families: the 'Stay and Play' group is well attended and there is a variety of family learning opportunities. In addition, the school is rightly proud of its work within the community. The 'Alien Day', for example, was attended by local community police support officers.
- Equality of opportunity for all is at the heart of the school's work, as is the development of each individual both personally and academically. Discrimination in all its forms is rejected and safeguarding and child protection policies and practice fully meet current requirements.
- The local authority continues to provide strong support for and challenge to the school. It has financed a variety of initiatives to develop the skills of teachers and also to ensure that the school's evaluation of the quality of teaching is accurate.
- **The governance of the school:**
 - The governing body supports the school well and asks increasingly searching questions of its leadership. The school improvement committee, for example, oversees the use of pupil premium funding and monitors the impact of this spending regularly. Governors are fully aware of strategies to promote improvements in the quality of teaching and they also ensure that performance management arrangements are secure and reward teachers for meeting their classroom targets. The governing body has recently established a governors' development group, which is designed to promote accurate self-evaluation of its work and how members can best support the school and also hold it to account.

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

Unique reference number	105316
Local authority	Bury
Inspection number	400775

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	250
Appropriate authority	The governing body
Chair	John Clegg
Headteacher	Karen Murphy
Date of previous school inspection	8 December 2009
Telephone number	0161 764 2348
Fax number	0161 797 3359
Email address	springside@bury.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 2013

