

# Springbank Primary School

Peacock Drive, Eastwood, Nottingham, NG16 3HW

**Inspection dates** 5–6 March 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, particularly in literacy and numeracy, is not regularly good enough to speed up pupils' progress throughout Key Stages 1 and 2 and to raise standards.
- Pupils' work is not always set at the right level so that they can achieve as well as they can. It is especially the case for more-able pupils.
- Pupils do not have sufficiently regular chances to learn for themselves and to discuss and assess their learning with other pupils.
- They do not have literacy and numeracy targets on which to focus their learning and progress.
- Good teaching practices are not regularly shared with other staff to improve the quality of teaching.
- Senior leaders do not always judge teaching on the impact it has on pupils' progress and tackle what they find out quickly, in order to speed up pupils' achievement.
- Subject leaders do not receive coaching by senior leaders to extend their skills, including in observing and judging the quality of teaching.
- The governors are not finding out enough information about pupils' progress for themselves to be able to fully challenge its work.

### The school has the following strengths

- Children make good progress in Nursery and Reception.
- The teaching of phonics (the sounds made by letters) is good.
- The headteacher's clear direction and leadership, and good systems, mean that the school continues to improve.
- Behaviour throughout the school is good.
- Pupils feel safe and secure and know how to stay safe.
- Pupils have good opportunities to develop their personal skills, through taking responsibility.

## Information about this inspection

- The inspectors observed 19 lessons. Six were joint observations with the headteacher and members of the senior leadership team. The inspectors also listened to pupils read, watched pupils learning in support groups and observed break and lunch times.
- The inspectors considered the 20 staff responses to the questionnaire. No responses to the online questionnaire (Parent View) were registered so the inspectors analysed the results of the school's own recent questionnaire to parents.
- Meetings were held with a group of pupils, governors, school leaders and a representative from the governing body.
- The inspectors observed the school's work, including information about the achievement of all groups of pupils in each year group, the school improvement plan and samples of pupils' work. They also looked at reviews of the quality of teaching, minutes of the governing body meetings and policies relating to safeguarding, behaviour and attendance.

## Inspection team

Lynne Blakelock, Lead inspector

Additional Inspector

Stephen Palmer

Additional Inspector

Marion Driver

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school which moved into new purpose-built accommodation in January 2012. The number on roll is increasing.
- The proportion of pupils entitled to support through the pupil premium (additional government funding for looked after children, pupils known to be eligible for free school meals and those from service families) is above the national average. There are no looked-after children or pupils from service families on the roll.
- Most pupils come from White British backgrounds and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above the national average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The governing body manages the breakfast club, which operates during term times and provides food and e-learning.
- The school works in partnership with other local primary schools to strengthen teaching and leadership.

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

- Improve the quality of teaching throughout the school, especially in literacy and numeracy, so it is at least consistently good, by making sure that:
  - work is at the right level for pupils of all abilities and particularly so for more-able pupils, so that they can achieve their best
  - pupils have very regular opportunities to learn for themselves and to discuss and judge the quality of their learning with other pupils
  - pupils have targets in literacy and numeracy which they know, understand and which are reviewed regularly as they work towards them
  - good teaching practices are shared with other staff.
- Strengthen the impact of leadership and management at all levels by making sure that:
  - senior leaders' focus on the impact of the quality of teaching on pupils' progress
  - findings are tackled quickly in order to speed up pupils' progress
  - subject leaders are coached by senior leaders so that they hone their leadership and management skills
  - the governing body extends its own knowledge of the progress pupils make.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress is not quick enough throughout the school because teaching is not consistently good. Standards are average by the end of Year 6, helped by individual and group support to raise achievement. Too few pupils make better than expected progress throughout Key Stages 1 and 2.
- In the Early Years Foundation Stage, where teaching is good, children achieve well from their starting points, some of which are well below average, particularly in language development. They are delighted with the many opportunities presented to them indoors and outdoors, which are planned carefully to support their good learning and personal development.
- Both in the Early Years Foundation Stage and Key Stage 1, there is a major focus on teaching phonics. It is incorporated into all learning, with some children in Reception writing simple sentences, accurately spelt. In Year 1, pupils reach above average standards in pronouncing accurately the sounds that letters and groups of letters make. Standards at the end of Year 2 are average overall.
- A lower proportion of pupils reach higher levels in reading, writing and mathematics throughout the school. This is because the detailed information that the staff have about pupils' progress is not used carefully enough to plan teaching that regularly challenges more-able pupils to develop the necessary skills and understanding.
- All groups of pupils make similar progress. This includes disabled pupils and those who have special educational needs, as well as pupils from minority ethnic groups and those who speak English as an additional language. Pupils who join the school at other than the expected times and have gaps in their learning are given appropriate support to enable them to make the progress expected of them.
- Pupil premium funding has been used carefully to provide extra teaching support to raise standards in reading, writing and mathematics. The school has also provided a range of opportunities which are extending pupils' opportunities and experiences and increasing their self-esteem and confidence. The average point scores of pupils known to be eligible for free school meals is below that of other pupils in English and mathematics by two terms. These pupils made better progress than other pupils in the school last year and achieved better than pupils known to be eligible for free school meals nationally. Free school meals pupils scored higher in mathematics than in English.

### The quality of teaching

### requires improvement

- A lot of teaching is not good enough to speed up pupils' progress. While it is good in the Early Years Foundation Stage, in phonics and in Year 2, it is inconsistent in other year groups.
  - Although information about pupils' progress is up-to-date, it is not used regularly to plan tasks that provide work that is well-matched to pupils' abilities. In particular, it does not often provide challenging enough activities for more-able pupils, who are not given the chance to use the skills that they have learnt in a range of different situations.
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- Pupils are not always given enough time to learn for themselves or to work in groups or pairs with other pupils in order to discuss and evaluate their work. In a Year 3 lesson, however, pupils' progress in identifying and drawing different types of lines was strengthened by pupils working together to consider their answers. Teaching assistants work hard to support pupils although sometimes they over-direct their learning.
- Teaching in Nursery and Reception is consistently good. Teachers take on board the children's ideas for activities when planning learning and support their curiosity and desire to learn.
- Teaching focuses very much on raising literacy and numeracy standards. Some guided reading lessons, such as in Year 2, help pupils to improve specific skills such as in developing interesting sentences. However, some sessions do not have a purpose and chances are missed for pupils to broaden their literacy skills.
- Good links with literacy are being made in an increasing proportion of lessons such as science and mathematics. In a Year 1 numeracy lesson, for example, pupils used their phonics skills to spell mathematical terms.
- A lot of marking is very helpful to pupils because it tells them what they have achieved and explains clearly what they need to do next. In some lessons, inspectors saw pupils assessing their own learning. However, pupils do not have specific targets in literacy and numeracy which they know, understand and are working towards, and which teachers review regularly.
- Pupils respect the staff and the importance of showing care and support is reinforced throughout the day. Their spiritual, moral, social and cultural understanding is supported in daily routines and also in the curriculum, through topics such as India which promote, in particular, their good cultural development.

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

- Pupils enjoy school. They play and learn together happily, respecting the building, the people in it and the vibrant climate for learning. Pupils are keen to learn and two-thirds attend study groups after school to practise their literacy and numeracy skills.
  - Behaviour is good. This is supported effectively by all staff using the behaviour policy throughout the day so that pupils know exactly what is expected of them.
  - Pupils' attendance is average and improving as the school places more focus on the importance of very regular attendance.
  - Throughout the day, pupils are busy. The staff give pupils opportunities to develop their confidence and personal skills by contributing to improving the school. Pupils enjoy making a difference by, for example, supporting happy playtimes and helping out at lunchtimes. School council representatives value meeting with the governors to suggest improvements to the school. A room to work in at lunch-time, for example is one result of this.
  - The school treats all pupils equally and through lessons and assemblies, pupils understand that this is the right way to behave. As a result, there is very little bullying. Discrimination of any kind is not tolerated. Both pupils and their parents say that the school is a safe place. Pupils have a
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good understanding of how to stay safe, including through responsible use of the internet.

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

- Leaders have not had enough impact on improving teaching and the curriculum and as a result, pupils are not making good progress.
  - However, the headteacher is giving clear direction to the school's work. This reflects accurate priorities for improvement so that the school now has good systems and procedures on which to build and sustain improvement. The headteacher is supported well by the senior team, whose priorities are to raise standards and broaden the opportunities for all pupils in developing skills for life. She is also supported by a very committed staff.
  - Since the last inspection, important improvements have been made. The effectiveness of the Early Years Foundation Stage is now good. Information about the achievement of pupils is collected and analysed very regularly and the quality of marking has improved.
  - Subject leaders have specific responsibilities and clear priorities to work towards which they are tackling determinedly. As a result, leadership is more evenly shared out. However, subject leaders do not receive coaching from senior leaders to see that they have all of the necessary skills they need as leaders and managers, including judging accurately the quality of teaching in their subjects.
  - Senior leaders' judgements of teaching were accurate during the inspection. Sometimes their judgements are based more on what teachers are doing, rather than their impact on pupils' learning and moving to tackle them quickly. Senior leaders regularly support teachers in the classroom to strengthen their practices but good teaching is not as a matter of course shared with other teachers.
  - Teachers' performance targets match accurately the school's priorities and training helps staff to build-up their skills. Teachers are not given pay increases unless over time they meet their targets.
  - Lessons and after-school clubs provide many chances for pupils to develop their creative skills, spiritual, moral, social and cultural understanding, and new interests, while retaining literacy and numeracy as the priorities. Subjects and topics require improvement, however, in making sure that pupils' work is set at the right level and helps them to achieve well.
  - The local authority supports the school appropriately. Other partnerships, such as those with local schools, contributed to an increasing proportion of Year 6 pupils reaching expected levels in writing last year. Other links support the school in providing a wider range of activities and experiences. A recent questionnaire shows parents' support for the school.
  - Safeguarding procedures meet statutory requirements, including in the breakfast club, which provides care and e-learning opportunities.
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■ **The governance of the school:**

- The very committed governing body is well informed by the headteacher. It understands its role in judging the performance of staff and knows about the quality of teaching. Governors know what the school is doing to reward good teaching and tackle any underperformance. It checks the impact that pupil premium spending is having on raising standards. However, it relies on the headteacher to interpret national performance information about pupils' progress. Governors are becoming more effective in both supporting and challenging the school's actions because they are beginning to find out more for themselves, through making links with subject leaders and by some governors monitoring specific aspects of the school's work.
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## 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>	135868
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	406639

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	263
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Carroll
<b>Headteacher</b>	Julie Vaccari
<b>Date of previous school inspection</b>	17 May 2011
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