

# Springwell Park Primary School and Children's Centre

Menai Road, Bootle, Merseyside, L20 6PG

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- From their starting points, pupils make outstanding achievement.
- While overall the quality of teaching is good, the outstanding teaching in the Early Years Foundation Stage and the consistently good and sometimes outstanding teaching in Key Stage 2 means pupils make outstanding progress overall.
- Pupils learn very well throughout the school. In the many small teaching groups, tasks are planned very effectively and pupils' workbooks are marked to a high standard to ensure pupils make rapid progress.
- Pupils' behaviour is outstanding. Staff manage pupils' behaviour exceptionally well, which results in pupils' consistently positive attitudes to learning. This contributes to the outstanding progress they make over time.
- Leadership and management are outstanding. The school has improved significantly since the last inspection less than three years ago.
- The outstanding leadership of the headteacher and other senior leaders has ensured teaching is good and improving strongly. As a result, pupils make excellent progress throughout the school.
- Governors make an outstanding contribution to the leadership of the school. They check on the quality of teaching for themselves and provide suitable challenge and support to senior leaders so that the school improves quickly and sustainably.
- Pupils speak highly of their school. One child echoed the views of many when she told inspectors, 'This is a fabulous school.'

### It is not yet an outstanding school because

- A small proportion of teaching in both Key Stages 1 and 2 sometimes requires improvement. In these lessons, teachers do not always check the learning of all pupils particularly well or ensure they are all learning quickly enough.
- Pupils are not always given enough opportunities to develop their writing skills as well as they could, particularly in Key Stage 1.

## Information about this inspection

- Inspectors observed 20 lessons and parts of lessons taught by 17 teachers. In addition, they conducted some shorter visits to classes to check the quality and impact of the curriculum.
- The inspectors held meetings with the headteacher, assistant headteachers and subject leaders, the coordinator of provision for pupils with special educational needs including disabled pupils, the coordinator of the Early Years Foundation Stage and six members of the governing body. A telephone conversation was held with a representative of the local authority.
- Inspectors took account of 60 responses to the online questionnaire (Parent View), conversations with parents in the playground and by telephone, written correspondence and the school's own records of parents' views.
- Inspectors observed the school's work and looked at a wide range of documentation, including safeguarding policies, school development plans, the school's records of checks on the quality of teaching and samples of pupils' work.

## Inspection team

Liam Trippier, Lead inspector

Additional Inspector

Jean O'Neill

Additional Inspector

Pamela Davenport

Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average.
- The proportion of pupils with a statement of special educational needs or supported at school action plus is above average.
- An increasing and well-above average proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, children from service families, and children known to be eligible for free school meals.
- A large majority of pupils are from White British backgrounds and other pupils come from a range of minority ethnic backgrounds.
- The proportion of pupils speaking English as an additional language is low.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The Nursery class is located within the Children's Centre which is part of the school. The Nursery class was inspected as part of this inspection but the children's centre is inspected separately and the report is available on the Ofsted website.
- The school provides considerable support to other schools and the headteacher is a National Leader of Education.

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

- Increase the proportion of outstanding teaching and ensure all teaching is never less than good by:
  - more regularly using the ideas taught in speaking and listening activities to accelerate pupils' progress in writing in a range of subjects across the curriculum, particularly in Key Stage 1
  - ensuring all teachers in every lesson check the progress of pupils effectively and modify, where necessary, pupils' learning activities so that they always learn quickly.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children make outstanding progress from their well below typical individual starting points in the Nursery class. Pupils reach slightly above average standards in writing and mathematics and average standards in reading at the end of Key Stage 2. The few pupils who speak English as an additional language and/or are from a range of ethnic backgrounds achieve similarly to other pupils in the school.
- Pupils make outstanding progress in the Early Years Foundation Stage because they are taught exceptionally well. They choose from an exciting and interesting range of play activities that encourages them to speak, read and write very well for their ages. They also benefit from the very best teaching in small groups that precisely meets their learning and emotional needs.
- Standards reached in reading, writing and mathematics at the end of Key Stage 1 vary year on year depending on pupils' starting points and are below average overall. However, pupils make consistently good progress in reading and outstanding progress in mathematics from their starting points. Progress made in writing in Key Stage 1 is a little slower because sometimes pupils do not write often enough in a range of subjects across the curriculum.
- Pupils make outstanding progress throughout Key Stage 2 because most teaching is consistently good and some is outstanding. This together with small teaching groups that meet pupils' needs exceptionally well, pupils' excellent attitudes to learning and highly effective marking of pupils' workbooks means that a high proportion of pupils make better than expected progress by the end of Year 6.
- In Key Stage 2 in 2012 standards in reading and writing dropped. The school acted very effectively to address this matter. As a result, standards in reading and writing have risen securely and rapidly showing a significant improvement over time. Achievement in mathematics has been consistently outstanding.
- In all key stages, more-able pupils reach the higher levels they are capable of and some achieve the very highest standards because they are taught so well.
- All pupils have an outstanding equality of opportunity to learn. The school uses the additional pupil premium funding to support those pupils known to be eligible for free school meals to great effect. As a result, in 2013 there was no difference in their attainment when compared to that of their peers in English and mathematics.

### The quality of teaching

### is good

- The overall quality of teaching is good and some is outstanding particularly in the Early Years Foundation Stage and in Key Stage 2. Pupils are taught in small groups and receive consistently high quality help, advice and guidance. Consequently, pupils make excellent progress.
- In the best lessons, teachers know their pupils exceptionally well and make the work suitably challenging so pupils have to think hard and do their best. They make sure pupils learn together, quickly and well. For example, in an outstanding mathematics lesson pupils worked accurately at speed to work out calculations then solved difficult problems successfully in pairs by organising information that required considerable thought and a systematic approach. The teacher checked the pupils' learning regularly throughout the session, ensuring all were making excellent progress.
- Teachers and teaching assistants have excellent relationships with pupils. Pupils listen carefully to their teachers and respond enthusiastically in lessons to questions. Pupils work well together in their small groups and this contributes to the outstanding progress they make whilst at the school.
- Pupils' workbooks are presented neatly and marked very well. Teachers' marking comments are based upon accurate assessment of pupils' work. The comments are read and responded to regularly by pupils, thereby ensuring they are aware of their next steps to improve their work

further. This also contributes to pupils' outstanding achievement.

- Homework is set regularly and nearly all parents agree that their child receives appropriate homework. Inspectors saw outstanding quality homework projects based upon 'countries around the world' to successfully promote a strong understanding of other places and cultures. Pupils thoroughly enjoyed working on these projects with their families.
- Pupils read well and many pupils make outstanding progress over their time in the school to become confident and highly competent readers. Young pupils use the letters and the sounds they make (phonics) to read unfamiliar words successfully and older pupils know about a range of authors and enjoy reading a wide range of texts. The school has ensured pupils develop a love of reading through creating attractive and well-resourced reading areas in classrooms.
- Teaching assistants and other adults support pupils very well. Many analyse pupils' learning exceptionally well and provide high quality oral feedback so that pupils make excellent progress.
- The school works very effectively to ensure pupils develop better use of vocabulary and quickly improve their speaking and listening skills. The school uses the vocabulary developed to inform pupils' writing very well, but in Key Stage 1 they do not write often enough. As a result, progress in writing is a little slower than in other subjects in this key stage.
- A small minority of teaching sometimes requires improvement. In these lessons, teachers do not always check if pupils are learning well enough or modify their explanations or tasks to meet the needs of all pupils. As a result, some pupils do not always learn quickly.

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

- Pupils thoroughly enjoy working with their friends and taking part in activities in lessons that require cooperation. In all lessons, pupils behave exceptionally well and they respond positively to instructions from a range of adults including those other than their usual teachers. Excellent and friendly relationships, modelled by staff, ensure pupils know very well how to conduct themselves.
- Pupils' outstanding behaviour supports their learning and progress exceptionally well. They work very neatly in their workbooks and respond positively to their teachers' marking comments so that the quality of their work improves significantly over time.
- Pupils conduct themselves in an exemplary manner in and around the school building. They are polite and courteous to visitors, holding doors open and greeting people with a warm welcome. At playtime and lunchtime pupils behave well, look after younger pupils and respond sensibly to the adults who look after them. Pupils told inspectors they appreciate the rewards they receive for their good behaviour such as the 'Fabulous 50' celebration at the end of the school year.
- Pupils told inspectors that the school deals quickly and effectively with any misbehaviour. They say that there is no bullying in the school. Pupils explained to inspectors that staff are kind and very approachable and provide great help to all pupils. Pupils say that there is no racist or homophobic name calling.
- Pupils say they like coming to school and this is reflected in their quickly improving rates of attendance and good punctuality. The school offers a free breakfast club which is very well attended. This calm and friendly start to the day with a good breakfast ensures that pupils turn up on time and are fully prepared for learning every day.

### **The leadership and management** are outstanding

- All leaders and staff share very high ambitions for the pupils so that they achieve exceptionally well and are provided with the very best care and support during their time at school. The senior leaders have an accurate view of the school's performance and set the appropriate priorities for the future. Development plans are well thought out and provide a clear view of the school's next steps, including ensuring that writing is practised more often through other subjects in the curriculum, especially in Key Stage 1.

- Senior and middle leaders have ensured teaching has improved quickly and securely since the last inspection, when it was judged satisfactory, through the highly effective management of staff performance and the rapid development of teachers' skills. Leaders show staff how to improve their teaching by modelling the very best teaching themselves. They make regular observations of lessons, including checks on pupils' workbooks, as well as talking to pupils to find out their views about their work. Following these checks, clear strengths and areas for improvement are identified and followed up.
- Teachers' performance management targets are based upon the school's most important priorities and on leaders' findings from their checks on teaching. Expectations for teachers are high and linked clearly to the government's nationally expected standards for teachers and to salary progression. Teachers are very regularly held to account for the progress the pupils make in their classes which makes a significant contribution to the outstanding progress pupils make over time.
- Staff receive a wide range of professional development by seeing excellent teaching and attending training courses that are well matched to their needs. The school also provides effective support to many other organisations, including schools and universities, by regularly sharing their practice.
- There are highly effective links between the school and the children's centre. Leaders ensure staff in the children's centre receive additional high quality training. As a result, children are very well prepared for learning when they start in the Nursery class. The school and children's centre make sure relationships between home and school are strong, providing a welcoming place for all families to meet where they can receive useful advice. School staff visit all families in their homes before the children start school so that they can meet the needs and interests of all children exceptionally well when they start in the nursery.
- The curriculum promotes outstanding achievement and is organised very well to cover an interesting range of themes that meet the pupils' needs and interests. The school ensures finances are used exceptionally well to ensure all pupils, including those supported by pupil premium funding, regularly go on educational trips and visits that provide experiences they may not usually receive.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. They behave very well, demonstrate a clear understanding of right and wrong and are effectively encouraged to consider and reflect on their own ambitions, which contribute to their spiritual development very well. Cultural development is promoted very well through excellent geography homework projects and through the wide range of trips including those to contrasting localities where pupils experience first-hand different ways of living.
- Primary School Sport funding is being used well to provide a specialist sports coach to train staff, to deliver physical education lessons and to provide well attended extra sports opportunities in school. Pupils and staff benefit from the extra professional development offered by the specialist coach extending the skills of class teachers leading to sustainable improvements in the teaching of physical education and promotion of sports.
- Leaders ensure that arrangements for safeguarding pupils meet requirements.
- The school has excellent relationships with parents. Almost all parents who answered the online questionnaire (Parent View) would recommend the school to another parent and all those who spoke with inspectors in the playground enthusiastically praised the school's work. The school's website is up to date and highly informative and regular newsletters are sent to families so that they are well informed about the school's work.
- The school has benefitted from the advice of the local authority and being part of an intensive support programme, to improve teaching quickly and drive standards higher but allowing the school time to implement and embed good practice independently.
- **The governance of the school:**
  - Governance is outstanding. The highly effective governing body knows precisely the school's strengths and areas for development because governors find out for themselves how well the school is performing and ask searching questions in meetings, fully holding senior leaders to account for their actions. Excellent governance contributes strongly to the rapid improvements

in teaching, the outstanding progress pupils make in the school and consistently strong leadership.

- Governors have ensured that all groups of pupils do very well and know that the pupil premium funding is used effectively to ensure those pupils known to be eligible for free school meals attain equally as well in English and mathematics as other pupils in the school. This is achieved through highly effective small group teaching, the employment of additional staff and the wide range of funded educational trips provided.

## 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>	134343
<b>Local authority</b>	Sefton
<b>Inspection number</b>	427294

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daren Veidman
<b>Headteacher</b>	Desmond Stubbs
<b>Date of previous school inspection</b>	18 November 2010
<b>Telephone number</b>	0151 2886054
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