

# Springvale Primary School

Sheffield Road, Penistone, Sheffield, South Yorkshire, S36 6HJ

**Inspection dates** 6–7 November 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good and accelerated progress is increasingly seen in many areas of school. As a result, overall standards at the end of Year 6 are close to above average, particularly in writing.
- Children get off to a very good start in the Early Years Foundation Stage and make increasingly good and outstanding progress because of the very good provision and teaching they receive.
- The quality of teaching is almost always good and some is outstanding. Teachers have good subject knowledge and high expectations of pupils.
- Behaviour is outstanding and pupils have excellent attitudes towards their learning. Relationships with each other and all adults in the school are excellent.
- The headteacher and governing body have a clear focus on continuing improvement and are fully supported by all staff.
- School is a happy place to be and pupils say they feel very safe. As a result, attendance is consistently above average.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Pupils are not always given work which is well-enough matched to their individual abilities to ensure they move on quickly enough in every year group, especially in mathematics.
- In mathematics and reading, pupils are less clear about how well they are doing and what they need to do to improve, than they are in writing.
- Planning for improvement does not include the necessary information on targets and timescales to help leaders know clearly how well the plans are working.

## Information about this inspection

- The inspectors observed 16 lessons, including two joint observations with the headteacher.
- In addition, a visit to the Early Years Foundation Stage was undertaken with the headteacher to view the indoor and outdoor provision.
- Meetings were held with senior and subject leaders, four members of the governing body, a local authority representative and two groups of pupils.
- A range of documents was scrutinised, including the school improvement plan, data showing the school's assessment of pupils' learning and records of pupils' behaviour and attendance. In addition, documents in relation to child protection and safeguarding were analysed.
- Inspectors listened to groups of pupils from Year 2 and Year 6 read.
- Inspectors took account of the 54 responses from parents to the online questionnaire (Parent View) and from informal discussions around the school.
- The inspectors analysed 31 inspection questionnaires returned by staff.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children whose parents are in the armed services and those children who are looked after by the local authority.
- The number of pupils from minority ethnic groups is below average and no pupils speak English as an additional language.
- The school meets the current government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching further so that it is never less than good and more of it is outstanding, particularly in mathematics, by:
  - better matching tasks and activities to individual pupils' abilities
  - ensuring all pupils, but especially the most able, make faster progress and move on more quickly to increasingly challenging activities
  - extending the good practice in marking and feedback seen in writing, mathematics and reading, so that pupils know how well they are doing and what they need to do to reach the next level in their learning.
- Ensure that school development and action plans, created by leaders at all levels, contain specific targets and timescales so it is clear how well the plans are working.

## Inspection judgements

### The achievement of pupils is good

- Most children enter the school in the Nursery class with skills and knowledge that are below those typical for their age. They make good and increasingly outstanding progress during the Early Years Foundation Stage, because the setting provides well-planned and interesting activities and because of the consistently good teaching they receive. Most children enter Year 1 with skills that are typical for their age.
- Good and accelerating progress continues during Years 1 and 2. As a result, standards have risen steadily over the last three years so that they are well-above average in reading in 2013 and just above average in mathematics and writing.
- Although progress is good and continues to accelerate across most areas of Key Stage 2, this has yet to impact fully on standards at the end of Year 6, where, over the last two years, standards have remained very slightly above average in reading and writing and average in mathematics.
- Progress in writing is good. Evidence in books shows consistently high quality presentation with outstanding progress in some areas of the school. This is because all pupils, including boys, are involved in writing for different and realistic purposes, including their topic work. A colourful writing display, showcasing writing from all classes in the school, demonstrates the importance that the school places on developing pupils' basic writing skills, as well as more mature writing skills.
- Pupils enjoy reading and are generally good and fluent readers. Pupils across the Early Years Foundation Stage and Key Stage 1 are taught very effectively how to recognise letters and the sounds they make (phonics). Pupils build well on these skills and draw on their knowledge of strategies to read unfamiliar words. This produces confident, fluent readers who develop a great pleasure in reading. The school has provided joint reading sessions for parents and their children, from encouraging parents to stay and read each morning in the Nursery and Reception classes to 'Bacon and Book' mornings. All of these events engender pupils' and their families' love of reading and are instrumental in the acceleration of the progress of pupils taking the phonics screening check in Year 1 in 2013 to above average. Similarly, in 2013, in the Key Stage 1 test results, reading standards rose to well above average.
- The most-able pupils do not always make as much progress as they could, especially in mathematics, although all make at least expected progress. In 2013, an average number of Year 2 and Year 6 pupils reached the higher Levels 3 and 5 respectively. However, rates of progress for the most able pupils are sometimes variable because these pupils are not always moved on quickly enough to challenging activities in mathematics.
- The small number of pupils supported through the pupil premium, make similar progress to other pupils in the school because their individual needs are now being more accurately identified and they are receiving well-targeted support. The standards reached by pupils known to be eligible for free school meals in 2013 were below those of other pupils in reading, writing and mathematics by approximately 20 months. However, inspection evidence seen, such as work in books and information on progress, showed the gaps in the standards between these and other pupils are closing steadily.
- Disabled pupils and those with special educational needs are now being more swiftly identified, and specific study programmes and individual and group support mean that the gaps in the achievement of these pupils and their peers are now closing, as pupils move through the school.

### The quality of teaching is good

- Almost all teaching is good and some is outstanding. This is confirmed by the progress pupils make and the work seen in books from the different classes in school. Teachers have high expectations and pupils' presentation of their work is of a consistently high standard.

- In the Early Years Foundation Stage, teaching is consistently good and children quickly develop a love of learning and begin to assess how much they have learnt. For example, children were keen to get themselves a sticker and stamp their individual target card to show how well they had done in the session.
- In the strongest lessons, activities are well-matched to pupils' needs and teachers' checks on pupils' understanding and adaptation of the task ensures that pupils make more rapid progress.
- Evidence in books and observations in lessons shows that pupils are not always provided with tasks that are well-matched to their needs, especially the most able pupils in mathematics. They sometimes remain with the other pupils for too long and so do not have enough time or opportunities to attempt more challenging activities.
- Teachers display good subject knowledge and choose tasks and activities to enthuse and motivate their pupils. For example, in a topic lesson on the Second World War, pupils were designing clothes for now and then to demonstrate differences in style because of the rationing of cloth.
- In the many good lessons seen, banks of words and other resources are available to help pupils with their mathematics or writing. This ensures pupils have information to hand to help them to work independently, without needing adult support. One such lesson provided less confident mathematicians with a 'cauldron of colourful skeletons' to aid counting, following their 'spooky week' theme.
- Teaching assistants play a valuable role in supporting disabled pupils and those with special educational needs, through specific programmes or individual and group support. Provision has improved over the last two years and these pupils are beginning to make similar progress to their peers.
- Clear targets and good guidance are given to pupils in writing, to inform them how well they are doing and what they need to do to improve. Although marking is thorough in mathematics, the absence of the same clear targets and level of guidance in both mathematics and reading mean that pupils do not have the same knowledge of how well they are doing and what they must do to reach the next level in learning.
- Pupils are given many opportunities to work together in pairs and groups discussing and helping each other. One lovely example of this was in the Reception class, when one little girl was providing her own finger as the 'finger space' while her friend was writing. These opportunities promote social and moral development well.

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

- Pupils' behaviour both in lessons and around the school is outstanding. This has a very positive effect on pupils' good achievement. Pupils are keen to learn and eager to please the adults around them. They are extremely warm and welcoming to visitors.
- Pupils say that bullying is extremely rare and they show a good understanding of the different forms that bullying can take. They have every confidence in the adults around them that should anything occur it would be sorted out swiftly. Behaviour records show that behaviour is typically exemplary and there are very few incidents of poor behaviour. Parents are also extremely positive about the level of care provided by the school and with the quality of behaviour.
- Pupils say they feel very safe in school and almost all parents agree that this is so. They have an extremely good knowledge of safe and unsafe situations, including keeping safe on the internet. They have the opportunity to learn about road safety and during the week of the inspection pupils were enjoying 'Road Safety Week'.
- Pupils enjoy school and are happy to be there, their consistently above average attendance paying testament to this.
- Pupils are proud of their school and eagerly take on a range of responsibilities, such as school councillors, class and school monitors. Pupils regularly support charities, both locally and further afield. This helps to promote their spiritual, social and moral understanding, while visits and visitors, theme days and the study of various other religions promote pupils' cultural

understanding very well.

## **The leadership and management** are good

- The headteacher has a relentless drive to continue to improve the school. All staff and governors share his vision for the school and are fully supportive of him. As a result staff morale is high.
- The rigorous and regular monitoring of teaching, professional training and opportunities to visit other schools and observe other colleagues, have been instrumental in improving teaching. As a result pupils' progress is accelerating in most areas across the school.
- Reviews of teachers' performance, including the teaching assistants, are used well to support the school's priorities. These are appropriately linked to teachers' progression through the pay scales.
- The school's leaders have a good knowledge of the school's strengths and development areas and self-evaluation is generally accurate. Plans for improvement designed by both subject and senior leaders are clear in the actions it needs to take. Plans, however, do not always identify timescales or short-term targets, in order to enable the school to evaluate with greater assurance the progress it has made towards these targets.
- The school has a wealth of data about the progress of its pupils and regularly monitor their progress through regular meetings to discuss progress. This has enabled the school to intervene swiftly if pupils begin to fall behind. This effective monitoring is enabling the school to plan more accurately for pupils' individual needs. As a result, any gaps in achievement between different groups of pupils are steadily being eradicated, demonstrating the school's commitment to equal opportunities.
- An appropriate focus on reading and writing has been successful, with the proportion of pupils making and exceeding expected progress being above national figures in these subjects.
- The curriculum is rich and varied with opportunities for pupils' basic skills to be used across other subjects. It gives good support to both academic achievement and spiritual, moral, social and cultural development, through its lesson content, visits and visitors.
- The school works successfully to provide parents with opportunities and events to support their children's learning. Workshops, stay and read sessions in the Early Years Foundation Stage and other events are all well supported and parents are appreciative of the involvement in their children's education.
- The local authority regularly visits the school but support is now at the request of the school, as the capacity to improve has been clearly demonstrated.
- **The governance of the school:**
  - Governance is good. Governors have a clear understanding of their roles and responsibilities and offer a good level of challenge to senior leaders about progress and the leadership of teaching. They are involved in the performance management of teacher performance and ensure that it is linked to pay progression. Governors know the school's strengths and areas to develop and are regular visitors to the school, observing and working alongside teachers in the classroom. They are familiar with the school data on pupils' progress and ask appropriate questions, for example, to ensure that the pupil premium funding is indeed improving progress and standards for these pupils. Governors are pro-active in ensuring pupils are safe, conducting health and safety walks around the school, and that safeguarding arrangements meet requirements. They have agreed plans for the use of the additional Primary School Sport funding, approving the employment of qualified sports coaches to work alongside teachers and provide additional extra-curricular clubs which are well attended and appreciated by pupils.

## 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>	106587
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	429506

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>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Fletcher
<b>Headteacher</b>	Andrew Platt
<b>Date of previous school inspection</b>	5 February 2009
<b>Telephone number</b>	01226 760930
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