

Springbank Primary School

Peacock Drive, Eastwood, Nottingham, NG16 3HW

Inspection dates 24–25 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
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.

- Pupils make good progress through the school. The standards they reach by the end of Year 6 have improved since the previous inspection and pupils currently in the school are achieving well, particularly in writing.
- Pupils supported by the pupil premium achieve at least as well as other pupils in all year groups. Historical gaps in their attainment, compared with the attainment of other pupils, have closed.
- Attainment at the end of Key Stage 1 is improving steadily as a result of high expectations and good teaching.
- Children make good progress in the Nursery and Reception classes as a result of imaginative teaching and a stimulating learning environment.
- Teachers expect a lot of individual pupils. They provide work that is a good match to pupils' interests and abilities.
- The feedback that pupils receive in English and many other subjects is detailed and contributes strongly to their rapid rates of progress.
- Pupils have extremely positive attitudes to learning. They welcome challenge and enjoy working hard. Behaviour in lessons and around the school is excellent.
- The school is led and managed extremely well. Leaders at all levels provide highly effective support to teachers and other staff and develop their skills very well. Policies and procedures are consistently applied.
- Governors have a thorough understanding of the school. They are rigorous in ensuring that leaders are held to account for the performance of pupils and teachers.

It is not yet an outstanding school because

- Teachers are not quite as confident in teaching mathematics as they are in teaching other subjects. As a result, there are times when pupils are given work in mathematics that is too easy or too difficult.
- The quality of marking and feedback that teachers give pupils in mathematics is not as precise or helpful as it is in other subjects.
- Pupils have limited knowledge of authors and styles and types of writing beyond those they meet in their reading and writing lessons. This is because pupils do not have access to a wide range of books and the school does not actively promote reading for pleasure.

Information about this inspection

- Inspectors observed 16 lessons, five of which were jointly observed with senior leaders. In addition, inspectors made short visits to lessons and to other areas around the school where learning was taking place. They observed pupils' behaviour and aspects of their spiritual, moral, social and cultural development. Inspectors also listened to pupils read.
- Inspectors took account of the 10 responses to the online questionnaire, Parent View, and spoke informally to parents as they brought their children to school.
- Meetings were held with two groups of pupils, a representative from the local authority, governors, senior and subject leaders, and teaching staff.
- The information from 29 staff questionnaires was taken into consideration.
- Inspectors observed the work of the school, and looked at pupils' books and at a number of documents, including the school's own data, self-evaluation and monitoring of how well pupils are doing. They also checked planning documents, records of checks on the quality of teaching, and records of behaviour, attendance and punctuality, as well as documents relating to safeguarding.

Inspection team

Simon Blackburn, Lead inspector

Additional Inspector

Jenny Edginton

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium (additional funding to support pupils known to be eligible for free school meals and those looked after by the local authority) is well above the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average as is the proportion supported at school action plus or through a statement of special educational.
- Almost all of the pupils come from White British backgrounds and speak English as their first language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The governing body manages the breakfast club, which operates during term time.

What does the school need to do to improve further?

- Raise achievement in mathematics in both Key Stage 1 and Key Stage 2 by:
 - ensuring that teachers continue to improve their skills and build their confidence in teaching mathematics and in accurately assessing pupils' progress so that they provide work at the right level
 - improving the quality of marking and feedback given to pupils in mathematics to the same high standard as that provided for writing by giving pupils clear instruction on how to improve their work and additional stretching tasks to move their learning on.
- Increase pupils' access to a wide range of books to further increase their knowledge of authors and different types of writing and to help them develop a love of reading for pleasure.

Inspection judgements

The achievement of pupils is good

- Standards at the end of Year 6 have improved in all subjects and were broadly similar to national averages in 2013. The school's own data, confirmed in pupils' work, shows that this trend is set to continue.
- Children join the Nursery class with knowledge and skills that are below and sometimes well below those typical for their age. They make good progress through the Early Years Foundation Stage as a result of good teaching. Teaching concentrates effectively on developing children's personal and social skills in the Nursery class and then accelerating their progress in reading, writing and mathematics with the skilful use of the excellent outdoor provision in the Reception class.
- On entry to Year 1, pupils have skills and knowledge that are still slightly below those typically expected for their age. Their move into Key Stage 1 is carefully organised to make sure they make the maximum progress they can as soon as they start. This is successful and is shown by the above average proportions of pupils who meet the expected level in the phonics screening check in Year 1 and by the quality of work they do in all subjects.
- In 2013, pupils at the end of Key Stage 1 reached average standards in their assessments in reading and writing but were well below the average in mathematics. The work that pupils currently in the school are producing is of a higher standard and the school's own data indicates that a much greater proportion are on track to meet and exceed the standard expected for their age.
- Pupils of all abilities make good progress through Years 3 to 6 as a result of teaching that is a good match to their ability and interests. In 2013, the proportions of pupils making and exceeding the expected progress were similar to the national proportions. Work in pupils' books and teachers' assessments show that most pupils completing Year 6 are on track to make at least expected progress in reading, writing and mathematics. These pupils have made good progress during their time in Key Stage 2.
- The work of pupils in other year groups is of a high standard and is often characterised by excellent presentation. For example, pupils work in science in Year 4 showed rapid progress in developing ideas about classification of creatures.
- More able pupils work on tasks that are well planned to challenge and motivate them. Teachers are clear about what they want them to achieve during each lesson and they welcome the hard questions and problems which require them to apply their knowledge to new situations.
- Disabled pupils and those who have special educational needs make good progress from their starting points. They are helped very effectively by teachers and teaching assistants who are careful to make sure they receive a good level of challenge. Teaching assistants and teachers work very well together in planning lessons and questioning pupils as they learn.
- Pupils who benefit from pupil premium funding attain at similar levels to other pupils. In some subjects and year groups they make better progress. This is as a consequence of accurate and regular checks on their progress which lead to extra help being put in place for those in danger of falling behind. Of the Year 6 eligible pupils who took the national tests in 2013, pupils were, on average, at similar levels to their classmates in writing and mathematics and about a term behind in reading.

- The school invests a good deal of money in sport development to complement the funding available through the primary school sports funding. This has produced an increase in the number of pupils getting involved in sport and has had a positive impact on their health and wellbeing.
- Pupils' attainment and progress in mathematics is now good in both key stages for all groups of pupils but it is still relatively weaker than that in reading and writing and in some year groups, science. This is because occasionally, teachers are not as confident as in other subjects in teaching mathematics at the right level for all abilities. In some activities, there is not enough challenge for pupils, while in others, the main ideas of the learning are slightly out of reach of a significant number of pupils in the class.
- Pupils read at a suitable level for their age throughout the school. Younger pupils are focused on the mechanics of reading and use their skills well to sound out letters and read unfamiliar words. As they go through the school they begin to spend more time both on their own reading and on reading for meaning and understanding. Pupils have limited knowledge of authors and styles and types of writing beyond those they have met in their reading and writing lessons.

The quality of teaching

is good

- Since the previous inspection the school has worked very hard to improve the level of challenge for each pupil. Pupils now have a clear understanding of what they are trying to achieve because they have class and individual targets that are then broken down into success points that move pupils on from what they have previously learned.
- In an English lesson, for example, pupils in Year 4 made outstanding progress in activities centred on the Brazilian carnival. Pupils started the lesson in the 'Dream Room' where they watched a carnival projected onto all four walls before returning to the class and writing about their experience using the individual targets set to help them to achieve success. The teacher provided a high level of challenge and encouraged a rapid pace to their learning and the pupils were very proud to share their work with the rest of the class.
- Teaching in the Early Years Foundation Stage is good. Teachers and other adults use the excellent resources and stimulating learning environment very well to develop children's language skills and to increase their understanding of the world. More able children are encouraged to write independently every day and other children happily choose to write about their learning in all the activities they engage in. Staff make regular and accurate assessments of children's progress and use these to design activities to promote the next stage in their learning.
- The teaching of personal and communication skills is a strength of the school. Pupils often arrive at school with gaps in their knowledge and skills and the teachers are adept at helping pupils to learn how to look after themselves and to communicate politely and effectively. This also contributes strongly to their spiritual, moral, social and cultural development.
- Teachers manage the behaviour of their pupils extremely well. They are very consistent in their approach and this has ensured that pupils' behaviour improved rapidly. Pupils feel that their teachers are very fair and they like the way they reward good behaviour.
- The school has made great efforts to improve the teaching of mathematics with the introduction of new activities, approaches and assessment procedures. Teachers are not fully confident in using these new materials and systems and, as a result, do not always accurately assess the correct level of work that pupils are able to attempt. Pupils of all abilities sometimes find the

work too easy, and sometimes too hard.

- The quality of teachers' marking and feedback is high in English and many other subjects because they have become very skilled at assessing pupils' writing and giving them clear instructions about how they can improve their work. They also include corrections or additional challenging questions for pupils to complete. Pupils are given the time to use the teachers' advice and they have a routine expectation that they will learn from this activity.
- Mathematics books are marked diligently by teachers and they provide useful feedback on pupils' progress and what they have achieved. However, marking in mathematics rarely gives pupils clear ideas about how to improve their work or more challenging questions if they have made good progress with a particular task. As a result, the feedback to pupils in mathematics does not support learning as effectively as in English.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils have a real pride in their school which is demonstrated in the superb presentation of their work, the way they look after the school environment through the 'Eco-Warriors' group and their rapidly improving attendance rates, which are now in line with the national average.
- The school keeps detailed records of behavioural incidents and analyses these carefully to pick up patterns of behaviour and identify problem areas of the school. Records show a rapid and sustained decrease in poor behaviour over the last two years. Pupils play considerately with one another and the atmosphere at break and lunchtimes is friendly and happy. They wear their uniform with pride and move around the school with a real sense of purpose.
- The school is an extremely bright and welcoming place. Displays are well looked after and respected, there is no litter and pupils use the well-designed outdoor spaces well to play, talk and have fun.
- Pupils have extremely positive attitudes to learning. Year 3 pupils, when asked by an inspector what they would like to see improved about their school said 'more writing'! They are well equipped for lessons, settle very quickly to their work and respond maturely and rapidly to instructions from adults. This is largely due to the ethos that senior leaders have created in the school. One staff member commented on their questionnaire that, 'the school looks after the children like a family, and nurtures them ... we will hopefully inspire them to achieve their full potential.'
- Pupils love all the clubs that are made available to them and participation rates are high. They have opportunities to try new sports, engage in sewing, jewellery making and cheerleading. The school council produces its own school improvement plan which focuses on improvements that will help and motivate pupils.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers are very positive about the care provided for their children. All the responses to Parent View, those received as part of the school's own survey of parental opinion, and the views of parents who inspectors spoke with as they dropped their children off at school, indicate that families feel their children are safe at school. Pupils and staff agree and inspectors found that all procedures to keep pupils safe were of a high quality.
- Pupils take seriously their roles as buddies in their classes. They defuse conflict and try to make sure that there is someone who pupils can talk to if they feel threatened or lonely. Pupils have a

thorough awareness of the different forms that bullying can take, including cyber-bullying and homophobic language. They also know how to keep themselves safe and who to speak to if there are any problems. Pupils, parents and carers said that bullying is very rare and that the school deals with it very effectively.

The leadership and management are outstanding

- The school has improved rapidly since the last inspection under the inspirational leadership of the headteacher and her senior team. They put the pupils at the heart of everything they do and have a mission to raise the aspirations of all the children who pass through the school.
- Every member of staff has high ambitions for the school and is fully committed to the united drive for improvement that the headteacher clearly articulates to everyone in the school community. All staff questionnaires were wholly positive about every aspect of the school's work.
- The senior leadership team has a very clear understanding of the strengths of the school and where its weaknesses lie through rigorous and accurate checking of teaching and learning and thorough tracking of pupils' progress and behaviour. The plans put in place to improve the school are detailed and continually reviewed. They ensure that no time is wasted on initiatives that are not effective and provide governors with an excellent tool with which to hold school leaders to account.
- The leadership of teaching and learning has been central to the school's work since the previous inspection and has brought about significant improvements in pupils' progress and attainment. The school uses effective coaching and mentoring to improve teachers' skills. For example, the headteacher has worked alongside individual teachers and supported them to improve aspects of their teaching, such as the teaching of writing, rapidly.
- The level of consistency in the application of school policies and procedures is exemplary. The school is a cohesive unit moving in one direction and the pupils benefit from this in the way that their targets are set and checked, how their behaviour is improved and how their learning activities are always interesting and relevant.
- Outstanding leadership and management of the Early Years Foundation Stage ensures that children make a good start to their school career. The systems in place to learn about every child's development needs, their ongoing progress and to keep them safe are excellent and provide a secure backdrop within which they can learn quickly and effectively.
- Teachers are held to account for the progress of their pupils through regular checks on the quality of teaching and achievement meetings that focus on the progress of individual pupils. Teachers understand that their performance is closely linked to their pay and they are appreciative of the high quality training and coaching they receive. Subject and other leaders also have mentors within the senior team or externally and their skills are developed very well.
- The range of subjects offered provides opportunities for pupils to gain experiences that broaden their horizons. The curriculum builds on interesting and relevant themes to promote pupils' basic skills very effectively. Pupils' spiritual, moral, social and cultural development is a key priority and a strength of the school. The wide range of after school activities, assemblies, trips and visits and the use of the school's environment all contribute a good deal to pupils' development.
- The school runs a free breakfast club funded by the pupil premium which serves breakfast and

provides many activities for pupils. Pupils undertake 'challenge' games and work on tablet computers in a happy, warm and relaxed start to the day. Appropriate training for the staff in food hygiene and first aid are all in place.

- Funding for pupil premium pupils is targeted well. Additional teaching hours allow for specialist tuition and small group teaching and teaching assistants have been trained to provide help in individual subjects. Consequently, all pupils who receive extra help are doing very well in reading, writing and numeracy.
- The local authority provides effective support and challenge to the school. It has provided training in the use of data to governors and those responsible for leading key subjects. Governors are now better able to hold the school's leaders to account and subjects leaders able to monitor the performance of their staff and pupils more rigorously.

■ **The governance of the school:**

- The governing body provides extremely well-focused support at all levels. Governors are able to challenge and hold leaders to account because they are able to interrogate and analyse the progress data the school uses to track its pupils and the data provided by the government. Governors make regular visits to school to check how the data is collected and monitor how effectively plans for improvement are being implemented and they hold regular meetings with subject leaders. They have a very clear understanding of the strengths of the school and where the school needs to focus its energies for the benefit of the pupils. Governors check thoroughly how the school uses its money, including that provided by the pupil premium and primary school sports funding. Governors are fully aware of how the performance management of staff and salary progression are linked to improve outcomes in pupils' achievement. Governors regularly seek the views of parents about the key functions of the school and act on their findings. They ensure that pupils and adults are properly safeguarded.

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	135868
Local authority	Nottinghamshire
Inspection number	447426

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	246
Appropriate authority	The governing body
Chair	Claire Carroll
Headteacher	Julie Vaccari
Date of previous school inspection	5 March 2013
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