

Spring Vale Primary School

Kenilworth Crescent, Parkfield, Wolverhampton, WV4 6SD

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Children start in the Early Years Foundation Stage with skills below those typical for their age. They make good progress and are well prepared to enter Year 1.
- In Years 1 to 6, pupils make good progress in reading, writing and mathematics. Achievement is good throughout the school.
- Teaching is good because teachers think carefully about how to engage pupils in their learning.
- Pupils enjoy coming to school. As a result, attendance is above average. Pupils take care and have pride in their work.
- Teachers assess pupils' work well and use the information to set challenging tasks. This enables all pupils to make good progress.
- Teaching assistants are well skilled and are used effectively to ensure that pupils who need additional help make the same progress as their classmates.
- The curriculum is enhanced through vibrant, colourful and relevant displays. Pupils take part in a wide variety of trips and visits.
- Extra sports funding has been used effectively to enhance physical education activities in areas such as dance across the school.
- Pupils behave well and they demonstrate respect for each other and adults, both inside and outside the classroom.
- Leaders have high expectations and the school is well led. A relentless focus on improving the quality of teaching has brought improvement in both teaching and achievement.

It is not yet an outstanding school because

- Sometimes teachers miss opportunities to extend pupils' learning through further questioning.
- There are occasions when teachers and support staff do too much for the pupils when they could be finding things out for themselves.

Information about this inspection

- The inspectors observed pupils' learning in 18 lessons, seven of which were jointly observed with members of the senior leadership team.
- Inspectors listened to pupils read and looked at samples of their work.
- The inspectors scrutinised the 19 responses to the online questionnaire (Parent View) and spoke with parents at the start of the school day.
- Inspection questionnaires completed by 28 staff were analysed.
- Meetings took place with staff, pupils, governors and a representative of the local authority.
- The inspectors observed the school's work and scrutinised pupils' books, records of pupils' progress, the school's checks on teaching and learning and its development plan, records of behaviour and attendance, and safeguarding documents.

Inspection team

Emma Merva, Lead inspector

Additional Inspector

William Houldsworth

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- Spring Vale Primary is an average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is above average. The largest groups of pupils are from White British and Indian heritages.
- An above average proportion of pupils speak English as an additional language.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed services) is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement is below average. The proportion supported through school action is above the national average.
- The school has a breakfast club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching and pupils' achievement by ensuring that:
 - teachers' questioning pushes pupils to give more detailed answers that require them to think more about what they are learning
 - pupils are given the opportunity to extend their learning and skills by doing more work unaided and finding things out for themselves.

Inspection judgements

The achievement of pupils is good

- From their starting points, children in the Early Years Foundation Stage make good progress. By the end of the Reception Year, the proportion of pupils achieving a good level of development is above average. They benefit from well-planned activities, good relationships and vibrant learning environments.
- The results in the screening checks in phonics (sounds that letters make) at the end of Year 1 in 2013 and in 2014 were above average.
- Standards at the end of Year 2 are improving. Pupils' work demonstrates that they are making good progress from their starting points. Attainment in reading, writing and mathematics is broadly average.
- The most-able pupils benefit from challenging and engaging work set by teachers. This has enabled more pupils to reach standards above those expected nationally. For the first time in the school's history, the 2014 results show that five pupils in Year 6 gained a Level 6 in mathematics.
- At the end of Year 6 in 2013, standards were broadly average in reading, writing and mathematics. Data from 2014 and the work in pupils' books in Year 6 confirm that standards have improved and are now above average in reading, writing and mathematics.
- Pupils adore reading and this key skill is well taught. There are many opportunities for pupils to choose new reading books and select extra ones from the library. Pupils make good progress in reading.
- Pupils from minority ethnic groups and White British pupils achieve well, as do those who are disabled pupils and who have special educational needs. They are well supported by highly skilled teaching assistants and well-planned activities.
- Pupils supported through pupil premium funding make similar progress to their peers. In 2013, these pupils in Year 6 were half a term behind their classmates in mathematics, two terms behind in reading and a year behind in writing. Data from 2014 indicate that the pupil premium has been used effectively because this gap has closed.

The quality of teaching is good

- Teaching is typically good. Teachers plan lessons which are appealing to pupils because they are fun and well designed to capture pupils' interests. Pupils' books demonstrate they make good progress and take pride in their work.
- Lessons are well planned and teachers have good subject knowledge. Pupils are quickly engaged in exciting learning activities. They begin tasks swiftly and want to do well when completing their work. Pupils' handwriting throughout the school is neat and tidy. This is because of well-thought-out literacy policies and the high expectations placed upon pupils.
- Teachers make sure that pupils' work is marked regularly. Constructive feedback is provided for pupils to understand what they are doing well and how they could improve their work. Pupils respond well to teachers' comments and suggestions so that they can learn from their mistakes.

- The classrooms are characterised with colourful and exciting displays of pupils' work, books they are reading and interesting words to help them with their work.
- Homework is engaging and exciting. It is well planned to enhance pupils' learning and the curriculum. For example, the whole school has been working on the theme of 'carnival'. Pupils have been working on their art and design skills and have produced elaborately decorated masks at home.
- Teaching in the Early Years Foundation Stage is good. Children develop good communication skills and play well together. There are very good relationships between children and adults, and children are well supported in their learning.
- Teaching assistants are well deployed across the school and have a good impact on pupils' progress. Teaching assistants work closely with teachers so that they can provide suitable support for pupils' learning. There are occasions, however, when teachers and support staff do too much for the pupils, limiting opportunities for them to learn by finding things out for themselves.
- Questioning in lessons is used effectively to assess how well pupils are doing. However, teachers do not always give pupils the opportunity to expand on their answers so that they can develop their ideas and increase their understanding even further.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils take pride in their school and their uniform. They present their work very neatly and demonstrate positive attitudes to their learning.
- Pupils are keen to learn, polite and show respect to each other and adults, both when they are in classrooms and in the playground. Pupils want to do well for themselves and help each other when necessary. In assembly, pupils confidently read out their 'big write' work and showed off their artwork with pride.
- The school has an effective behaviour management system which encourages pupils to behave well. It is applied consistently across the school. For example, in each classroom, the behaviour system 'good to be green' is displayed as a positive reminder for pupils to behave well and remember the rules.
- The school's work to keep pupils safe and secure is good. Safeguarding arrangements meet statutory requirements.
- Pupils know how to keep themselves safe. For example, they learn in assemblies about e-safety and know how to keep safe while using the internet.
- Pupils know about different forms of bullying, such as, name-calling. Pupils say bullying is very rare and school records confirm that this is the case. Almost all parents say that their children are safe.
- At breakfast club, pupils are happy. They play games together and enjoy the welcoming atmosphere.

- Pupils relish the opportunities that they are given in school to take responsibility. For example, members of the school council take seriously their roles in helping to improve the school.
- Attendance is above average.

The leadership and management are good

- The school is well led by the headteacher and deputy headteacher. They have high expectations for everyone in the school community. Leaders at all levels, including the governing body, share these high expectations and have a strong desire for their pupils to achieve well.
- All leaders have an accurate view of the school and they have implemented good systems to ensure that pupils make the progress of which they are capable. Consequently, the school demonstrates the capacity to improve further.
- Senior leaders carry out regular checks on the quality of teaching. Year group leaders manage their responsibilities effectively and are fully involved in checking the quality of teaching and how well pupils are doing.
- Professional development is effective and linked to teachers' performance management. Pay increases and promotion are directly linked to pupils' progress.
- There are robust systems in place to track and check how well pupils are doing. If any pupils fall behind, support is quickly put into place so that they catch up on any gaps in their learning.
- Pupils' spiritual, social, cultural and moral education is good. The school's statement that 'together everyone achieves more' is central to its work. In assemblies, displays, dance events and sporting clubs, pupils appreciate the hard work of everyone and encourage each other to participate and 'have a go' to make these occasions happy, fun and inspiring.
- The curriculum is broad and balanced. Pupils enjoy a wide range of subjects and topics from English and mathematics to dance and German. The topics covered give pupils an appreciation of the diversity of other cultures; for example, when they celebrated the Chinese New Year. The school does not tolerate discrimination and the school records confirm this.
- Parents are supportive of the school and feel it is well led and managed. The school has cultivated good relationships with parents. They are frequently invited into school to celebrate their children's work; for example, at morning reward assemblies.
- Pupil premium funding has been used effectively to narrow the gap between eligible pupils and their classmates. The use of a specialist teacher to provide individualised support has made a substantial difference to these pupils' achievement.
- The school has made good use of the primary school sport funding. This has been used to provide coaching for pupils in sports such as dance, swimming lessons and football. Teachers have also benefited from sports training and development.
- The local authority provides light touch support for this good school. The school is also involved in a local cluster of schools and provides support for other schools.

■ **The governance of the school:**

- The governing body has high ambitions for everyone in the community and is effective in holding the school to account. Governors are well informed and have a good understanding of how well pupils are achieving in comparison with pupils nationally. They have accessed training in areas such as data and finance. Governors know about the quality of teaching and teachers' performance management, and they ensure that pay increases are only awarded when a teacher's class is making good progress. Governors make regular visits to school and to find out how well the school is doing. The governing body manages the school's finances well. It has a good understanding of the use the school makes of additional funding and what impact this is having on pupils' achievement.

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	104330
Local authority	Wolverhampton
Inspection number	444038

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	253
Appropriate authority	The governing body
Chair	Mathew West
Headteacher	Christopher Blunt
Date of previous school inspection	22 March 2010
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