

# Earby Springfield Primary School

Bailey Street, Earby, Barnoldswick, Lancashire, BB18 6SJ

**Inspection dates** 7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils achieve well: they make good progress from their starting points.
- Teaching is good and sometimes outstanding. Staff have high expectations and do all they can to support pupils.
- There are plenty of opportunities to take part in out-of-school activities, especially in sport.
- Above-average attendance reflects pupils' enjoyment of school.
- Pupils behave well; incidents of immature behaviour are dealt with appropriately. Pupils have a good understanding of the importance of keeping safe.
- The headteacher leads and manages the school extremely well; together with the senior leaders she has successfully improved the quality of teaching and pupils' achievement since the last inspection.
- Governors are well-informed and both supportive and challenging to school leaders.

### It is not yet an outstanding school because

- The quality of teaching does not yet result in pupils making outstanding progress.
- Work set in mathematics is not always at the right level of difficulty for the most able pupils and so their progress slows.
- Pupils' work in some classes contains basic spelling mistakes and work is not set out well. These aspects are not addressed thoroughly enough by staff.
- When senior staff observe lessons, opportunities are missed to gather information about the progress of different groups of pupils.

## Information about this inspection

- The inspector observed nine lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, with members of the governing body and with senior staff. A meeting took place with a representative from the local authority.
- The inspector listened to pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments along with school documents were scrutinised.
- The responses from 17 parents to the online questionnaire (Parent View) were considered and the inspector also talked to parents during the inspection.
- Questionnaires completed and returned by staff were also considered.

## Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be supported by pupil premium funding is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.)
- In 2013, the school met the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The headteacher is currently supporting another school in order to help it to improve.

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

- Improve the quality of teaching so that more pupils make excellent progress by:
  - making sure that the work set in mathematics is well matched to the needs of the most able in all classes
  - ensuring pupils' work is presented well and that pupils receive appropriate help in developing accuracy in spelling
  - ensuring monitoring information about the performance of different groups of pupils is gathered when leaders observe lessons and is used to help class teachers to ensure all groups of pupils make rapid progress over time.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well during their time in school.
- When children start in the Reception, their stage of development is below that usually seen for their age. They get off to a good start and learn new skills. For example, they play well together in their 'garden centre shop' and show great interest in the development of the tadpoles in the class fish tank. They confidently use their skills in linking letters and the sounds they make in reading simple words.
- The classroom and outdoor area are of a good quality in which children receive a good level of support from the early years staff. However, by the time they enter Year 1, their levels of skill are just below average, despite good progress.
- Pupils are encouraged to read accurately from an early age. The number of pupils reaching the usual standard in the Year 1 phonics (the sounds that letters make) check has improved year on year and is currently above average. Older pupils say they get plenty of chances to read and enjoy reading. For example, older pupils were totally immersed in looking at how well TS Elliot had used rhyme in one of his poems about the antics of cats, as well as considering other aspects of the poem.
- Pupils' books and the school's accurate information about pupils' learning over time show the vast majority of pupils make good progress in reading, writing and mathematics leading to average standards of attainment by the time pupils leave. However, basic spelling mistakes are not always picked up and addressed in pupils' writing.
- In some age groups the progress of the most able pupils in mathematics is not as strong as it might be because the work set for them to do is not challenging enough. However, the most able make consistently good progress in English.
- Pupils use their reading, writing and mathematical skills well in other subjects. Every effort is made to incorporate different aspects of writing into topic work. For example, in pupils' books there was good evidence to show that they had written a report in non chronological order about what the local village was like prior to the industrial revolution.
- The standards reached by the pupils eligible for free school meals at the end of Year 6 in 2013, though similar to the same group of pupils nationally, were above their classmates in reading, but below in writing and mathematics by about one term. School information shows the gaps in mathematics and writing are closing. Extra support, where needed, enables the pupils currently supported by the pupil premium fund to progress at the same good rate of their classmates.
- Pupils with special educational needs and any disabled pupils are fully included and supported in all activities and make similar good progress to other pupils. This reflects the school's commitment to equal opportunities for all pupils.

### The quality of teaching is good

- Good-quality relationships with the pupils and high expectations are key components of the good-quality teaching in this school.
- Pupils benefit from interesting activities that help them to make good progress. These activities are not just in English and mathematics lessons but extend into subjects such as music, sport and art and design. Very good use is made of specialist music and sports teachers and/or coaches to promote pupils' learning.
- Teaching is of a good quality and sometimes outstanding. Evidence from observations during the inspection, work in pupils' books, displays around the school, especially with regard to pupils' writing skills, parents' views and the school's records support this judgement.
- Children learn well in the Early Years Foundation Stage because the planned activities capture their imagination. For example, they happily investigated, explained and recorded their version of the life cycle of a frog.

- Pupils say that teachers, 'are kind and help us learn new things'. Pupils particularly enjoyed working to improve their play scripts in Years 3 and 4. The oldest pupils, preparing to undertake the 2014 national tests for Year 6 pupils, were very keen to explain how to accurately carry out calculations using percentages and how to use the formula to find out the area of rectangles.
- Pupils' learning across the school is good because adults frequently check pupils' understanding through high-quality reviews of how well pupils learn during lessons and through good-quality marking. However, at times not enough is done to improve pupils' spelling skills and the way work is presented. Also, the work set for the most able pupils in mathematics is not hard enough and so they do not do as well as they could
- Teaching assistants play a key role in school. The work done, for example, in supporting pupils with special educational needs across the school is of a good quality and so they learn as well as their classmates.

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

- The behaviour of pupils is good.
- Clear expectations of behaviour are set, which most pupils willingly follow. However, a small number of pupils, some of whom have recently arrived in the school, behave immaturely at times. Staff deal appropriately with these incidents. Records of how well pupils behave are well maintained by staff and checked by senior leaders.
- Pupils are keen to get on in lessons so that very little learning time is lost. Pupils trust the adults, and relationships between the pupils and adults are very good. Pupils work well together; for instance, during the inspection, younger pupils were keen to share their ideas about the amount of liquid in measuring jars. Similarly, older pupils were keen to work with a partner to develop their back-hand skills in tennis.
- There are good opportunities provided to promote pupils' spiritual, moral, social and cultural development. Pupils have positive views on the importance of helping those less fortunate than themselves. As one child commented, 'We are lucky; some children in other countries are not looked after like we are.'
- The school's work to keep pupils safe and secure is good.
- Parents who completed the online questionnaire agree that their children are safe in school and very well cared for. One parent commented on the school's 'sense of community'.
- Pupils are very friendly and get on well with each other in the playground and dining hall. In this small school it is a pleasure to see pupils of all ages mixing well in one playground.
- Pupils are proud of their school. The 'reader of the week' award is much looked forward to with one child saying, 'It was great, I have never won anything before.'
- Pupils take their responsibilities very seriously and are proud to take part in sport including being a member of the area cricket team. Their enthusiasm for school is reflected in their above-average attendance.
- Pupils know about different forms of bullying and understand how saying hurtful words can upset people. Discrimination in any form is not tolerated and incidents of bullying are dealt with effectively.
- Pupils say that they feel safe in school. They know how they can help to keep themselves safe. For instance, they understand why they must take care when they use the computer and they appreciate the use of fire drills and school safety weeks in making sure they are safe.

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

- The headteacher leads the school very well. Together with the full support of the governing body and all teaching and support staff, she has created a culture of high expectations, good teaching, behaviour and achievement for all groups of pupils.
- Leaders regularly check the quality of teaching and learning. However, there are missed

opportunities during monitoring activities to focus on the progress made by different groups of pupils.

- Systems for managing teachers' performance are strong. Teachers' targets are based on pupils' progress and are well linked to training and to teachers' salary progression. Any underperformance in teaching is tackled well. This means the quality of teaching is continually improving.
- Middle leaders are involved in checking that pupils are achieving as well as they can in the subjects they manage.
- The school's plans for improvement concentrate on the right areas. They provide an accurate view of the school.
- The primary school sport funding is very well managed. The funding is extremely well used; all pupils now benefit from either lunch-time or after school sporting activities. Pupils previously not keen on participating enjoy the activities in the 'Energy Zone'. Pupils' participation in physical education contributes well to developing better physical well-being for pupils.
- Parents who replied to the questionnaire say they would recommend the school to other parents.
- The curriculum has already been adjusted well to meet the September 2014 new curriculum requirements. There are some very good examples of pupils using their writing skills well in other subjects. Regular visits out of school and opportunities for pupils to learn to play musical instruments and to take part in a wealth of sporting activities help to make sure learning is made exciting for the pupils.
- Good attention is given to pupils' spiritual, moral, social and cultural development in planning the curriculum. For example, older pupils have gained a good understanding of Chinese cultures by undertaking research work linked to a study of China.
- Arrangements for safeguarding pupils and child-protection procedures meet statutory requirements.
- The local authority now provides light touch support for this good school but in previous years has been very much involved in helping it improve.
- **The governance of the school:**
  - Governors are not afraid to ask challenging questions about what is happening in school. They provide strong support to the school and governance has improved extremely well under the leadership of an experienced chairperson. Governors have a very clear knowledge of the quality of teaching and understand how the school makes decisions about targets for teachers to improve their performance and the impact of this on teachers receiving additional pay. They are well informed about the school's strengths and areas for development. Governors make sure that the school's finances are used well, for instance to improve provision for the teaching of comprehension. They ensure that the pupil premium and primary sports funds are used to close any gaps in pupils' achievement and to provide sporting activities for all pupils. Governors carry out their statutory duties well, and make sure they meet all legal requirements with regard to keeping everyone safe.

## What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	119251
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	428866

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Boyes
<b>Headteacher</b>	Dawn Liversidge
<b>Date of previous school inspection</b>	14 March 2012
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