

Springhead Primary School

Forty Steps, Anlaby, Hull, HU10 6TW

Inspection dates

15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Leadership and management, including governors, are outstanding. The leadership of teaching and learning is a great strength and has resulted in a long track record of high standards and strong teaching. The school has improved significantly since it was inspected in 2010 and has excellent capacity to continue to improve in the future.
- The school has an excellent curriculum which is effectively modified to meet the learning needs of all pupils. Strong emphasis is given to basic skills but not at the expense of other aspects. Just occasionally, chances are missed to develop learning in English and mathematics in other subjects.
- Parents' regard for the school is exceptionally high. Staff and pupils are proud to be part of the school.
- Pupils make rapid progress throughout the school. By the end of Year 6, standards in reading, writing and mathematics are significantly above national averages and are rising.
- The most able, pupils with special educational needs and disadvantaged pupils eligible for additional funding all make excellent progress.
- Teaching is outstanding and is particularly strong in the early years and in Years 5 and 6. The teaching of reading is a great strength and many parents make an important contribution to their children's excellent progress in reading. Teaching assistants have a strong effect on the learning of pupils, especially those at risk of falling behind or those with disabilities or special educational needs.
- This is a happy school where relationships and behaviour are excellent. Pupils consistently behave well in lessons, enjoy working hard and concentrate well. They say that they feel safe and secure in school and they act with care for the safety of others.
- In the early years, outstanding achievement, provision and leadership and management mean that children have an excellent start to their school life and are thoroughly prepared for Year 1.

Information about this inspection

- Inspectors saw teaching and learning in all classes, observing seven whole lessons, including one joint observation with the headteacher. In addition, a number of shorter visits were made to lessons to see particular aspects such as the teaching of reading, the teaching of letters and sounds, or pupils taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and assemblies were observed.
- Pupils' past and current work was scrutinised and some pupils were heard reading.
- Meetings were held with school leaders and other staff, members of the governing body and with a representative of the local authority.
- Documents, including school development planning and reports showing the school's view of its own performance, safeguarding documents, and policies and records relating to behaviour, safety and attendance, were inspected. A range of information on the performance of the school in comparison with other schools nationally was analysed. The school's records of pupils' progress were also reviewed.
- The views of the 45 parents who completed the on-line questionnaire (Parent View) were analysed. Short discussions were held with 57 parents of a total of 73 children at the beginning of the second day of the inspection. The inspectors also took account of letters submitted to them by parents.
- Inspectors received the views of staff through discussions and by analysing the results of 28 returns of the inspection staff questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Susan Davies

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- There are an average proportion of disadvantaged pupils (those known to be eligible for free school meals or looked after by the local authority) the school receives additional funding for these pupils.
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion supported at school action plus or who have a statement of special educational needs is below average. The proportion of disabled pupils and those with special educational needs supported through school action is also below average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has received a range of awards including the e-safety award, the Basic Skills Quality Mark and the Healthy School status.

What does the school need to do to improve further?

- Apply and develop the particular skills taught in English and mathematics lessons in other subjects, such as science, history and geography.

Inspection judgements

The leadership and management are outstanding

- The headteacher provides excellent leadership and management and has ensured that all senior leaders, governors and staff are fully committed to enabling every pupil to do his or her very best. Teamwork is exceptional. Leaders expect much of themselves, other staff and pupils. Consequently, the quality of teaching and standards of pupils' work and of behaviour have improved and are continuing to improve.
- The leadership and management of teaching and learning are a great strength. The school has excellent ways of ensuring that senior leaders and all teachers are fully aware of the details of the progress of each individual pupil. Leaders hold regular meetings with each teacher to check that all pupils are receiving what they need in order to overcome any difficulties they might have.
- Training and guidance for teachers and teaching assistants are excellent. This means that all staff steadily become more effective and operate consistently in such matters as how they teach reading and writing or how pupils should be helped to improve their work. Staff appreciate the support they receive on how to improve their teaching. There are strong systems to ensure that teachers and teaching assistants learn from one another.
- Teachers' targets each year strongly emphasise the progress of pupils in their classes and teachers' salaries relate to reaching these targets. This strong leadership of teaching and learning has a very positive effect on pupils' behaviour and their learning.
- Middle leaders, such as the early years leader or the English and mathematics subject leaders, have a strong role in helping staff get the best out of pupils.
- Leaders know the school inside out and any weaknesses are addressed effectively. The school is particularly good at reviewing and improving its practice in response to changing requirements, and always interprets new requirements, such as the new arrangements for assessment, in the very best interests of Springhead pupils.
- Every one of the 45 parents who responded to the on-line Parent View questionnaire indicated that they would recommend the school to another parent. Not a single critical comment was made about the school by any one of the 57 parents with whom inspectors spoke on the second day of the inspection. Parental support for all aspects of the school's work is exceptional, as demonstrated by the lengthy letters written by some parents in support of the school.
- Parents receive excellent information about what is going on in school and how they can best support their children's learning. School reports on pupils' school life are clear and helpful, and are appreciated by many parents.
- All groups of pupils make strong progress in their learning. Lower-attaining pupils, disadvantaged pupils and the most able pupils all do well because the curriculum is carefully modified to meet the needs of all learners. The school is fully committed to equal opportunities.
- The curriculum places strong emphasis on developing pupils' basic skills, especially their reading. Provision for writing and mathematics are also very strong except that, on occasion, chances are missed to apply and develop the teaching that takes place in English and mathematics lessons in other subjects, such as history, geography and science.
- Although the curriculum emphasises basic skills, this is not at the expense of other elements. Pupils are provided with many experiences which help them learn and enjoy their school life. They enjoy and benefit from weekly French lessons. Strong support is given for pupils' spiritual, moral, social and cultural development. There is a regular programme of visits, including residential experiences, and visitors to school. Also, a wide programme of after-school activities helps pupils to develop their interests.
- The school has good links with local schools and the local authority. The local authority plays an important part in ensuring that the school's judgement of its own effectiveness is accurate.
- The effective use of additional sports funding has led to improvements in the teaching and learning of physical education (PE). Participation in sport has grown. For example, the school's recent successful participation in the Rock Challenge, supported through this new funding, has stimulated great interest in dance among many pupils.
- **The governance of the school:**
 - There are excellent systems that enable governors to develop a clear understanding of how well the school is performing in each aspect of its work. They have a detailed knowledge of the learning and behaviour of different groups of pupils in the school and they take whatever action is necessary to assure any improvements that are needed are brought about.
 - Governors' specialist attachment to individual classes and subject areas helps them deepen their

understanding of the details of the school's work.

- Governors are highly committed to getting the best from everyone. They set very ambitious targets for staff and have ensured strong systems for holding staff to account, including making salary decisions.
- The management of finance, strongly supported by an expert specialist governor, is meticulous. Drawing on extensive school data, governors diligently check that extra funding, such as the pupil premium funding, is effective in continuing to close the gap in the achievement of disadvantaged pupils and other pupils. Where a new initiative does not quite deliver what was expected, it is modified or replaced with a better approach.
- Strongly supported by a specialist governor, the governing body has worked closely with the headteacher to ensure that all safeguarding procedures, including training, fully meet statutory requirements.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very polite, friendly and considerate of each other and of adults, including visitors. They sit quietly, listen carefully and do as they are told. They show great respect for their teachers and other adults in school. This helps them to make excellent progress.
- Pupils' attitudes to their learning are exemplary. They take great pride in their work, work hard and concentrate well. Pupils were proud to tell inspectors that behaviour at their school is always excellent and that no special show was put on during the inspection.
- Their positive attitudes and excellent behaviour are evident not only in the classroom but also around school, such as in the playground, the dining room and the corridors.
- The school's long track record of high levels of attendance is due to the rigorous procedures that it uses to assure and value regular attendance and also because pupils enjoy coming to school so much.
- Pupils relish taking on additional responsibilities and assisting with the smooth running of the school. They take great pride in the school building, the clean state of decoration, the tidiness and attractiveness of classrooms and of the corridors are due, in no small part, to their care.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safeguarding procedures are comprehensive and fully meet current requirements.
- Pupils say that they feel safe in school because adults look after them really well. Parents are confident that their children are well looked after. Pupils with disabilities or any special educational needs or vulnerabilities are treated very sensitively by adults and by the pupils.
- Pupils are clear that bullying and aggressive language and behaviour are virtually absent from their school. They, nevertheless, know what kinds of behaviour constitute bullying and are especially knowledgeable about cyber bullying. They are well-drilled on how to keep safe on the internet.

The quality of teaching

is outstanding

- Teaching over time is outstanding overall. It is invariably good or better and is, typically, outstanding in the early years and in Years 5 and 6. National data, school records and pupils' work show that pupils for the last few years have attained high standards and made rapid progress. These continue to improve steadily year on year, especially for the most able and for more vulnerable or disadvantaged pupils. This is first and foremost down to strong teaching.
- Pupils are given excellent guidance by teachers and teaching assistants on how to move their learning on. This high quality guidance includes clear marking, continuous assessment of work by staff and clear feedback to pupils on how to improve their work.
- A particular strength in teaching is that teachers and teaching assistants are aware of the learning needs of each pupil in the class. Any underachievement is quickly recognised. When books are marked, teachers bring together a group of pupils 'who didn't quite get it', in daily improvement sessions to ensure that they are secure in their learning.
- Lessons, classrooms and assemblies cater very well for pupils' spiritual, moral, social and cultural development. Excellent relationships and high expectations are a key part of the teaching at Springhead. Pupils know that they are expected to concentrate well, cooperate and do their best.
- Frequent short sessions where pupils speak briefly to a partner before answering a question or refining

their work, help them to develop their understanding and speaking skills which, by Year 6, are excellent.

- Teaching assistants play a particularly important part in the excellent progress made by disabled pupils, those with special educational needs or those who find learning more difficult.
- Over the last year or so, the school has focused on expecting more from the most able. This work is bearing fruit in national tests so that more pupils are attaining higher levels in Years 2 and 6 in reading, writing and mathematics. School records and pupils' work indicate that more pupils than previously in other year groups, are working significantly above the standards expected for their ages.
- The teaching of reading is particularly strong throughout the school and supports pupils' learning very well in other subjects. Daily guided reading and book talk sessions, daily teaching of letters and sounds, and strong parental involvement in reading all help to ensure that pupils enjoy reading and make rapid progress.
- The teaching of mathematics is also strong and attention is paid to solving problems and applying mathematics in real-life situations.
- A strength in the teaching of writing is that pupils are given interesting starting points for their writing. Many staff are expert at teaching writing and they expect a great deal from pupils.
- On a few occasions, chances are missed to link the specific skills being learned in English and mathematics lessons to work in other subjects.

The achievement of pupils

is outstanding

- Achievement is outstanding for all groups of pupils, including the most able. Throughout the school, all pupils make strong progress due to effective teaching and well-planned, targeted support.
- Attainment in reading, writing and mathematics is a little above average in Year 2 and significantly above average by Year 6. Attainment has improved year-on-year since the previous inspection and pupils currently in Year 6 are on track to achieve even higher standards than those of the last two years.
- The most able pupils respond well to a high level of challenge, especially in Years 5 and 6. Consequently, an even higher number of pupils are on track to attain higher levels in national assessments this year.
- Support for disabled pupils and those with special educational needs is demanding yet sensitive. As a result they make excellent progress.
- Disadvantaged pupils who are supported by additional funding are also doing very well. In 2014 they attained in reading, writing and mathematics, in line with the average standards for all pupils nationally. Although they were around one and a half terms behind other pupils in the school, the gap between their attainment and the attainment of other pupils at the school is steadily narrowing. This is in no small part due to wise spending of additional funds for these pupils.
- The few children who come to the school from families whose main home language is other than English make very good progress in their speaking, reading and writing and enjoy school.
- Due to high quality teaching of reading in the early years and in Year 1, the proportion of pupils reaching the expected standard in national screening for phonics (the sounds that letters make) at the end of Year 1 is well above average.
- Standards of reading across the school are high. Pupils' well-developed phonics skills, their love of books and regular reading lessons, supported strongly at home, help them to enjoy reading and attain these high standards.
- Pupils are given many opportunities to use their mathematics and writing skills in other subjects. However, teachers do not always organise the types of writing undertaken in subjects such as history and geography, or the mathematics used in science, to maximise pupils' English and mathematical learning in these other subjects.

The early years provision

is outstanding

- Most children join the school with skills typical for their age, with a few more than is usual whose language development is below that which is typical. They make rapid progress, especially in their reading. They start Year 1 as confident learners, having the skills and understanding expected for their age with some exceeding expected levels, especially in their personal, social and emotional development.
- Teaching activities are broad, varied and of high quality, both inside the early years classroom and in the outdoor areas. Activities are carefully designed to help children make rapid gains in the particular aspects of learning that adults are concentrating on for each individual. Good quality interventions by adults further support the strong progress made.

- Adults never miss a chance to make simple daily routines, such as taking the register or lining up, a learning experience so that children quickly develop their number and language skills.
- The teaching of letters and sounds is expert and helps children begin to read and spell unfamiliar words.
- Behaviour is excellent in the early year's unit. Children are clearly happy and content, and thriving on the high expectations of how they should behave that are consistently and sensitively communicated to them by all adults. Safety and care are given very high priority by staff.
- The leadership and management of the early years are excellent. Any issue that could impede learning is quickly recognised and acted upon. The school, over the last few years, has worked increasingly closely with parents and this is paying dividends in terms of the children's well-being and learning.

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	117885
Local authority	East Riding of Yorkshire
Inspection number	448818

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Paul Lees
Headteacher	Carolyn Jones
Date of previous school inspection	9 June 2010
Telephone number	01482 307870
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