

Spring Grove Junior Infant and Nursery School

Bow Street, Huddersfield, West Yorkshire, HD1 4BJ

Inspection dates 18–19 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The dedication, exceptional vision and inspirational leadership shown by the headteacher have created a culture of hard work and excellence throughout the school. Her passion and ambition to provide the very best for every pupil is shared by the highly effective deputy headteacher and leaders at all levels as well as governors. Together they are a strong team who have had notable impact on the high quality of teaching and learning which has been sustained since the last inspection.
- The school is an extremely happy community where pupils feel very safe and are well cared for by nurturing adults who know them very well. Excellent relationships flourish in this welcoming environment. Behaviour is exemplary. Pupils are extremely well mannered, polite and courteous. They take responsibility for caring and supporting each other, both in lessons and on the playground. All pupils show great consideration and respect, demonstrating the values the school instils in them from the earliest age.
- Pupils from a range of cultural backgrounds learn in harmony together, respecting each other's differences. A rich, exciting and diverse curriculum promotes pupils' spiritual, moral, social and cultural development exceptionally well and prepares them for future life.
- Children in the early years make an exceptional start to their education because of the rich and varied learning experiences which help to ensure that they make outstanding progress.
- Pupils make outstanding progress in all year groups from their individual starting points, regardless of their ability or any barriers to learning. At the end of both Key Stages 1 and 2, they reach standards, which are overall above or often well above average.
- The quality of teaching overall is outstanding. Lessons very effectively challenge and engage pupils of different abilities and this leads to exceptional progress. All staff share the headteacher's vision to provide the very best for every child. They know pupils very well and ensure that learning is both interesting and exciting. Teachers set exceptionally high targets for pupils to aim for. However, some teachers do not always expect enough of pupils in the way they present their work, including their handwriting.
- Skilled teaching assistants play a very valuable role in supporting pupils' learning in lessons, in small groups and individual sessions. They know exactly what pupils need to learn so that all make equally outstanding progress.
- The school's reputation in the community is very strong. Parents acknowledge its many strengths and appreciate all that the school does for their children.

Information about this inspection

- Inspectors observed teaching in all classes including an observation carried out jointly with the headteacher. The inspection team also observed a number of small groups of pupils working with teachers or teaching assistants. They also attended an assembly with the whole school.
- Discussions were held with members of the governing body, senior and middle leaders, staff, groups of pupils, parents and a representative from the local authority.
- Inspectors listened to pupils read, scrutinised pupils' work in their books, spoke informally to pupils during break times and lunchtimes and visited the after school club.
- Documents relating to pupils' attainment and progress through the school were scrutinised, along with leaders' monitoring of the school's work, minutes of governing body meetings, documents relating to attendance and safeguarding and reports by the local authority.
- Inspectors took account of 43 responses to the online questionnaire (Parent View). Thirty-five staff questionnaires were also scrutinised.

Inspection team

Gillian Burrow, Lead inspector

Additional Inspector

Melvyn Hemmings

Additional Inspector

Peter Martin

Additional Inspector

Full report

Information about this school

- Spring Grove Junior Infant and Nursery School is an average sized primary school with a nursery.
- The vast majority of pupils are from minority ethnic groups with a significant proportion of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is well above average. Many are at an early stage of English language acquisition when they join the school.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is above average. The pupil premium is additional funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school runs its own breakfast club.
- Children attend the Nursery class part time.
- The headteacher is designated as a National Leader of Education and a member of staff is a Specialist Leader of Education. Both support other schools in their development.

What does the school need to do to improve further?

- To share the best practice which exists in school in order to ensure consistently high standards of presentation of work and handwriting across the school.

Inspection judgements

The leadership and management are outstanding

- The headteacher is highly ambitious for the school. There has been absolutely no complacency since the school was judged to be outstanding at the last inspection. A relentless drive to move the school forward, constantly striving for excellence is shared by the headteacher, her able deputy and leaders at all levels.
- A key to success in maintaining an outstanding performance is the highly effective teamwork and sharing of responsibility. Rigorous checks are made on all aspects of the school's performance and aspirational targets set for pupils and staff alike. Senior leaders know exactly how well each pupil is doing. Pupils of all abilities who are at the slightest risk of not doing as well as they should are very quickly identified and given additional support or challenge to ensure they achieve as well as they can.
- Middle leaders play a key role in checking and ensuring the quality of teaching and learning are highly effective. They have a very sound grasp of what is going on in their areas of responsibility and have every opportunity to improve their own practice and become leaders of the future.
- Staff at all levels feel that they are valued members of the team. They work together, sharing ideas and supporting each other in a bid to improve what they do. A well designed programme of ongoing training for both teachers and teaching assistants is very effective in keeping skills sharp and providing specialist teaching. Through work as a National Support School, staff share their expertise with other schools and effectively support teachers who are new to the profession.
- A very rich and creative curriculum, underpinned by values the school holds as a 'rights respecting school' contributes strongly to pupils' outstanding spiritual, moral, social and cultural development. The curriculum is carefully planned to celebrate the school's rich cultural diversity. It is enriched by a wide range of experiences including visits to art galleries, museums, churches, mosques and temples. Pupils have many opportunities to discuss and reflect on issues affecting the wider world and fully understand the need for tolerance and respect for others. This prepares them well for life in modern Britain.
- The school is committed to fostering good relations and promoting an equal opportunity for all. It provides exceptional support for pupils who are at an early stage of learning the English language, disabled pupils and pupils with special educational needs. It uses pupil premium funding very effectively to ensure that any gaps between the achievement of disadvantaged pupils and others in the school are narrowed.
- The school uses the primary sports funding well to strengthen teachers' skills in delivering high quality sport and physical education lessons. In addition, it is used to give pupils the opportunity to take part in a wide range of sport taught by outside professionals and in competitions organised through the local schools' partnership.
- Parents are highly appreciative of all that the school provides, both academically and personally for their children. Their views of the school's leadership are extremely positive. They welcome the opportunities provided to attend workshops for parents and spend time in school sharing in their child's learning.
- The school works exceptionally well with the local authority with which it shares its expertise, for example through the school's work as a Teaching School and the work of the headteacher as a National Leader of Education. Although the local authority rightly provides 'light touch' support, this outstanding school is always striving to achieve even more. It makes the most of additional local authority expertise available, for example, requesting expert advice to further enhance provision in early years and of pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
 - Governors' regular involvement in school life and the wealth of information they gather gives them a very clear understanding of the school. They are proud of the pupils' academic achievement, exemplary behaviour and high levels of respect for adults and each other.
 - Governors are provided with detailed information about the school's performance. They ask questions and work closely with the school to ensure that it maintains its high standards.
 - Governors know that the quality of teaching is outstanding overall because they receive regular reports from the headteacher and come into school to see for themselves. They support the headteacher in ensuring that there is no underperformance.
 - Governors receive detailed information on teachers' individual performance targets and make sure that decisions relating to pay progression are linked to achieving their targets. They are keen to improve their own skills as governors and have taken part in training to ensure that they are fully up to date on what is required of them.
 - There are rigorous systems in place to ensure that pupils are looked after well and that all safeguarding requirements are met.
 - Governors have a firm grasp on the school's finances and are particularly concerned to ensure that pupil

premium funding is spent wisely to support eligible pupils achieve their very best.

- Governors are fully committed to ensuring equality of opportunity and to tackling discrimination of any kind.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. They behave well at all times of the school day, including during the breakfast and after school clubs. Pupils move around the school in a calm and careful manner. Pupils of all ages are extremely kind and considerate towards adults and to one another. They hold doors open for each other and for adults and offer polite greetings of 'good morning' or 'good afternoon' as they move around the building. There are lots of smiling faces and pupils are happy to talk to visitors.
- As a rights respecting school, pupils are taught from a very early age to respect each other and live out the strong values held in this very caring multi-cultural school.
- In conversations with inspectors pupils were eager to discuss the importance of upholding these values in daily life and talked about how their extremely thought-provoking assemblies constantly reinforce the importance of respect, tolerance and care.
- Spring Grove Junior Infant and Nursery School is a very happy community of which pupils are extremely proud. They enjoy coming to school and attendance is above average.
- Pupils have excellent attitudes to learning and want to do well. When working together in groups, they willingly take turns, respect each other's opinions and help each other, so that everyone is included. However, the school recognises that, whilst pupils are extremely enthusiastic and work hard in lessons, some do not always present their work and their handwriting to the highest standard.
- Pupils frequently take on roles of responsibility including acting as peer buddies on the playground. They are trained to ensure that no one is left alone during playtime and resolve any minor issues. They act as counsellors and represent their peers on the school's eco, rights respecting school and school councils.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school saying, 'Everyone is caring and kind.' 'You get to be who you want to be. No one laughs at you, they respect you.'
- Pupils are adamant that there is no racism because of the values everyone in the school upholds. Bullying rarely happens and pupils said that if it did, it would be dealt with quickly. All adults address any minor incidents of inappropriate behaviour straight away so that all pupils know exactly what is expected of them.
- Through assemblies and personal, social and health education, pupils are taught very effectively about how to identify and manage potential risks to their well being. They can explain clearly how to stay safe in a variety of situations, including when using the internet, mobile technologies and social media.
- Pupils have a very well developed understanding of how to stay safe on roads. This is helped by their comprehensive training on road and cycle safety. Various visitors including the police and fire service help develop pupils' excellent understanding of safe and unsafe situations.
- Staff provide outstanding pastoral care and support for pupils and their families. Parents overwhelmingly agree that their children are happy, feel safe and that the school looks after them well.

The quality of teaching is outstanding

- Progress in pupils' books and the school's assessment data for all year groups indicates that the quality of teaching over time is outstanding. Teachers set challenging tasks and activities which ensure that pupils are always engaged in their learning and are consistently making good or outstanding progress.
- Teachers know their pupils' learning needs exceptionally well and check carefully that they are learning and gaining the knowledge, understanding and skills they need. Teachers assess learning carefully and know exactly what point pupils are at in their work. They use this information to plan precisely the next steps of learning so that pupils of all abilities are challenged to achieve their best. Learning from each other is also a deliberately planned feature of teaching. For example in a Year 4 lesson where pupils were modifying the use of adjectives in their writing, they were able to confidently analyse each other's work and suggest improvements.

- Teachers use questioning very effectively to test and extend pupils' knowledge and skills. They give helpful advice or further challenges for pupils to complete when marking work in order to extend thinking and deepen understanding. Pupils say this is very useful in helping them to improve.
- Pupils' achievement and performance are tracked carefully so that additional teaching and support is put in place quickly for any pupils at risk of falling behind or who require further challenge. Skilled teaching assistants with specialist training and additional teaching staff play a very valuable role in supporting these pupils in lessons, in small groups and individually.
- The school environment is lively and stimulating. Pupils' work is celebrated as part of attractive displays which reflect the wide range of exciting opportunities the school provides to enhance learning.
- Mathematics is exceptionally well taught, providing pupils with opportunities to use their mathematical skills in problem solving and investigative work. The most able pupils are given activities and challenges that stretch their mathematical skills very effectively. This is reflected in their outstanding attainment and the progress they make by the time they leave Key Stage 2.
- Phonics (letters and the sounds they make) is taught well, so that all pupils, including those at an early stage of English language acquisition, make rapid progress. Pupils are encouraged to develop a love of reading through visits to the local library, authors coming into school and the wide selection of books available for them to read. They have many opportunities for writing in a range of curriculum areas. Such as in a Year 3 religious education lesson when pupils had to write about why Moses was so important to the Jewish people and compare similarities and differences in the creation stories of Islam and Judaism.

The achievement of pupils is outstanding

- Pupils make excellent progress in reading, writing and mathematics as they move up through the school from their starting points on entry to Nursery. As a result, standards have consistently been above and often significantly above national averages over several years by the time pupils leave Year 6.
- Pupils build very well on their achievements in the early years and continue to make excellent progress in Key Stage 1. The results from the end of Year 1 phonics screening check in 2014 show a higher proportion of pupils than nationally reached the expected standard.
- By the end of Key Stage 1 in 2014, the proportion of pupils reaching the higher levels of attainment was higher than average in reading, writing and mathematics. For the three years prior to this pupils attained above others nationally in reading and mathematics and well above in writing.
- Excellent progress in Years 3 to 6 is evident in pupils' work and in the school's robust assessments of each year group.
- By the end of Key Stage 2, pupils make outstanding progress from their individual starting points. The proportion of pupils making and exceeding expected progress are well above average in reading and mathematics. Standards reached in reading and mathematics are also significantly above the national average.
- Progress in writing was not as strong as in mathematics and reading in Year 6 in 2014. This was not the case across the other year groups, where the majority of pupils made better than expected progress. Standards in writing were above other those expected for their age. Work in pupils' books show that this trend of excellent achievement is continuing.
- The progress of pupils who are supported by pupil premium funding in Year 6 in 2014 was well above that made by others nationally who were eligible for this funding in reading and mathematics and broadly similar in writing. Their attainment was over two and a half terms above other pupils nationally in mathematics and one and a half terms above others in reading. In writing, they were approximately half a term behind other pupils nationally. Pupils supported by pupil premium funding attained broadly in line with other pupils in the school in reading and mathematics but were almost two terms behind in writing. At the end of Key Stage 1 in 2014, pupils supported by pupil premium funding performed better than other pupils in the school in reading, writing and mathematics, better than other pupils nationally in reading and writing and in line in mathematics.
- The achievement of disabled pupils and those with special educational needs across the school is outstanding, as a result of the focused teaching they receive from both teachers and teaching assistants and the very specialised intervention programmes in place for them.
- The attainment overall of pupils who speak English as an additional language at both Key Stage 1 and Key Stage 2 in 2014 was above that of other pupils nationally whose first language is not English. Their progress was above their peers nationally in mathematics, well above in reading but below in writing.
- The most able pupils achieve very well. They are challenged in all aspects of their learning and are highly motivated to do their very best because of teachers' high expectations and their own pleasure in seeing

just how well they can do. The proportions of pupils reaching the higher levels at the end of Key Stage 1 are above national averages in reading and writing. At the end of Key stage 2 in 2014 the proportion reaching the higher Level 5 was well above the national average in reading, mathematics and above in writing. In mathematics, at the highest possible level (Level 6), the most able attained exceptionally well compared with most able pupils nationally because of the inspirational teaching and high levels of challenge.

The early years provision

is outstanding

- From starting points generally below those typically found, especially in personal, social and emotional development and communication and language, children make excellent progress in the early years. Many children enter Nursery at very early stages of English language acquisition. The curriculum is carefully adapted to meet the needs of these children and others who may require additional support. A higher proportion than the national average reached a good level of development at the end of Reception in 2014.
- Children in early years enjoy a highly stimulating and attractive learning environment which reflects their interests and in which they can learn and explore with enthusiasm. Every opportunity is taken to develop communication and language skills. For example, two children taking an imaginary trip in their toy car discussed at length a breakdown they had on their journey and how they were going to repair the car using spanners and other equipment available. Skilled questioning by a teaching assistant developed their language skills exceptionally well whilst the children enjoyed great fun in their learning.
- The high quality resources and activities excite and engage the children's interests. They provide a wealth of opportunity to develop number and language skills and learn more about the world around them. An example of this was seen during the inspection when a group of children were exploring how to use electronic robots to count and direct movements in order for the robot to find its way to the swimming baths on a street plan play mat.
- High expectations and very well established routines lead children to develop excellent attitudes to learning. They work and play in harmony with one another and learn to behave extremely well. This is because the school instils its values into children from a very young age. Children demonstrate a high degree of independence, which enables them to explore, investigate and experiment.
- Teaching over time is outstanding with a good balance of activities chosen by the children and those taught by teachers and teaching assistants. Where activities are led by adults, these are well focussed and delivered with enthusiasm. Observations and assessments are of a high quality and used well to plan next steps of learning.
- Outstanding leadership of the early years has resulted in significant improvements in the quality of provision. Leaders ensure that adults working in the early years share a deep commitment to children's well being, safety and achievement. All staff work together as a team to ensure that all children have the very best opportunities to learn and develop well. As a result, children leave early years well prepared for their learning in Year 1.

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	107617
Local authority	Kirklees
Inspection number	453259

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	256
Appropriate authority	The governing body
Chair	Howard Roberts
Headteacher	Hawa Bibi Laher OBE
Date of previous school inspection	1 November 2006
Telephone number	01484 517998
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